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Recreation

Formerly "The Playground"

March, 1931

Recreation and Unemployment

By Roy Smith Wallace

Selected Handcraft

GAMES

Street Games

The Development of Skills in Games

By Arthur T. Noren

Games of Other Nations

By John H. Gourley

Table Games in Community Centers

Volume XXIV, No. 12

Price 25 Cents

Recreation

Published by and in the interests of the National Recreation Association
formerly named Playground and Recreation Association of America

Published monthly

at

315 Fourth Avenue, New York, N. Y.

Subscription \$2.00 per year

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Entered as second-class matter June 12, 1929, at the Post Office at New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

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Home and Leisure

Mechanical inventions progressively increase the world's leisure.

The hands of the clock cannot be turned back.

Work must be shared or there will not be enough to go around.

Unless leisure is generally shared—a large group will have nothing but leisure—against their will.

There is no escape from a sharing of the world's work and the world's leisure, for our style of civilization cannot survive long continued, large scale unemployment. The problem is fundamental to civilization itself.

What part has the home in this "shared" larger measure of leisure?

There is no better place for much of the new leisure to be spent than in the home. The articles in the magazines, the speeches about "the passing of the home" do not ring true. The home after all is the first institution and is the first institution for leisure and for recreation.

More leisure means more opportunity to make the home beautiful; more opportunity for home music, home drama, for telling stories to the children at bedtime, more time for reading aloud in the evening; more leisure for conversation at meals; more comradeship in enjoying good food together; more satisfaction in gatherings of young people of the neighborhood in the home. For some added leisure means more time for getting the hands into the soil in the garden, more joy in daffodils.

The machines that bring more leisure will ultimately make for more family life in the home. After all, home is wherever mother and father and the children are. The automobile makes family picnics easier. The growth in tourist camps is testimony to the increase in family vacations spent together.

The radio helps to keep father home. All the family listens to "Amos and Andy." Before many years inventions now in process of being perfected will enable families to sit in the evening in easy chairs in the living room with a fire in the fireplace and take "out of the air" motion pictures just as they tune in for musical programs now.

Parents can prepare children for a better future home use of leisure by making present homes happier with fireplace, pets, play rooms, backyard playgrounds. After all a home is a home to the extent that there is play in it, comradeship in it, something green and growing in it—even if it be in a tin can. The first responsibility of recreation board, school board, church, with reference to play and recreation is to create a play spirit that carries back to the home to make and keep family life vital.

HOWARD BRAUCHER

Games Are Their Inheritance



Play and games are not
merely highly desirable
parts of a fine life; they
are necessary to the
completely rounded life.

The Importance of Games

By Joseph Lee, LL.D.

WE need a substitute expression for "organized" play. Play cannot be organized. One can to some small extent lay out the space within which the play is played, but play itself we cannot organize until, to the great misfortune of the world, we learn to regulate the emotions of the human spirit. All legitimate dealing with play, whether of children or of grown people, is liberation, the release of initiative inborn and incalculable.

Among the ways of liberation there is the demonstration of new games, the opening up of ways to new experience. The invention of volley ball, basketball, indoor ball, has been a great release. The old games also should be demonstrated to those to whom they still are new. Especially children crave the raiding games of the two great classes typified by Hi Spy and Cops and Robbers—games of Robin Hood, of escapade, of strategy and ambush, of flight, pursuit, of tribal war and foray, games reproducing the life of the Indian, the Cossack and Bedouin, games, as I believe, coming down to us Teutons in our spinal marrow from our Viking ancestors.

It will be said that these last are not adaptable to crowded streets, though I have known them played in my own neighborhood on backyard fences and on fire escapes. But whether such adaptation is desirable or not, the children should not be deprived of this part of their inheritance in regions where they may still enjoy it.

Also there is the supplying of the missing link in necessary organization—the word may here be used between ourselves, but beware of creating public misunderstanding of what our whole move-

ment is about. In Boston, for instance, the looking up of existing gangs, especially among those "wild" boys who shun the Boy Scouts and shy at boys' clubs and settlements as a fox will flee the

scent of man, giving them an opportunity to sign up in a league, finding impartial umpires for them and seeing that there is not the rounding up of ringers as the contest narrows down toward the final games, has opened up new possibilities to many thousand boys on the playgrounds.

More obvious is the policing of the playgrounds, keeping the tough gang from stealing the smaller boys' bats and balls. And there is the opening of a variety of opportunities so as to reach the shy boy who is not a member of a gang

and to see that so far as possible every boy shall succeed at something every day. There is the power of suggestion, the little guide mark where the trail begins, that may open up new vistas in the boy's life.

There is a happy phrase too much forgotten—a Liberal Education. All education is a liberating process. It may begin with pain and drudgery—or pass through much of it along the way. It may mean self-denial and fatigue. Steep is the climbing of Parnassus and learning to play the violin is not easier. And there are funny little tricks and short cuts like the multiplication table that require attention—tackling the dummy and falling on the ball, learning the juiceless grammar of the game. So there is putting on your skates; but once on, if you have learned the modern skating, they are wings—the freedom of the dance and all the arts.



Games—new and old—are a great release to the human spirit.

The Development of Skills in Games

By Arthur T. Noren

National Recreation Association



Courtesy Extension Department, Milwaukee Public Schools

Not skilled as yet, but learning fast, and there is joy in the process!

EVERY person in some game is a most desirable slogan and one that is not beyond hope of realization. Except for that individual who is physically handicapped, we can expect that the game program of our recreation systems will reach all others. At present we must face the fact that this ideal situation has not been realized. The reasons may be many, but principally there are two factors that must be acknowledged to play an important part: the first, a lack of development of functional motor skills; the second, a lack of development in positive and favorable attitudes toward play. Our concern should be to select and conduct the physical activities of our boys and girls in such a way that this growing youth may acquire by daily preferences and substantial motor skills such an education in desirable physical activities that the present problem of interesting the physically untrained adult will

largely cease to exist in our recreation programs.

Every physical activity has its mental side. In all games there are rules and strategy to learn before one can succeed as a player. Even in running and jumping one has always to use judgment and make quick decisions. Attention, alertness and preparedness for emergencies are constantly demanded, particularly in competitive games and contests. The development of these abilities is one of the great satisfactions of physical activities. Players take great pleasure in the plans of campaign, the involved techniques and the carefully planned offense and defense. From the simple tag games of children to the more complicated team games of adolescents and adults, mental development is just as evident as the development in strength and skills.

Perhaps the most highly prized of all physical abilities is skill, not in the general sense, but

some particular form of it, such as the skill of the gymnast in turning hand-springs, the skill of the dancer in performing difficult steps with graceful balancing, or the skill of the ball player in throwing, catching or sliding. An endless number of fascinating types of skills may be developed through a game program.

It seems to be a truth that people by choice engage in those activities that give pleasure and forego those that do not satisfy. It also seems to be true that satisfaction and efficiency are related. The person who is a dub at tennis is not eager to venture upon the courts. The person who cannot swim is not the one seeking opportunity to swim. The man who enjoys swimming was the boy who learned how to tread water, swim on his back, and cover the distance of fifty yards using the crawl stroke. The young woman who enjoys playing tennis probably learned the fundamental and necessary skills sometime earlier in her life.

One can follow a succession of events in this manner. A person who has skill in baseball will play baseball. Because he plays it well, he enjoys the game and will play it as often as possible. Constant playing further perfects his skills. Therefore, his interest and satisfaction in the game increase, and so the desirable sequence continues and we have a person who finds in baseball a satisfactory form of recreation. On the contrary, a person attempting to play tennis without the fundamental skills and coordinations derives little enjoyment from the game and seldom ventures on the court.

In short, the problem of participation is one of educating individuals above the "dub" or novice class, so that skill will have its contribution to make to pleasurable activity. The incentive of skill is more powerful than the compulsion of



The absorbing question of the moment—is it going to be a ringer?

hygienic value and far more hygienic in its results.

Continual Participation Through Voluntary Activity

Continual participation can be secured only through the voluntary activity of each individual. To provide children and youth with the best and happiest of occupations for their leisure time is as practical as any aim physical education can choose for itself. This will develop the habit of doing wholesome things in leisure instead of activities that are either useless or harmful.

To play the game for the game's sake is an attitude that has been emphasized in accounts of the play life of our British cousins. The idea has been developed that play and games are not only highly desirable parts of a fine life, but that they are necessary to a completely rounded life. Golf for health, swimming for exercise, competitive games

for character training, are, of course, worthwhile incentives to secure participation, but these will not be necessary for the person who has built into his life play values.

Results can be secured only through the voluntary activity of each individual. The spirit with which a mechanic mends a tire or a physician prescribes a medicine will not go far in this field; the passive acquiescence of the people to be trained is not enough; their active and hearty cooperation must be gained. Very few people, whether young or old, understand and fully appreciate the objectives that lie behind the teacher's interest in the activities, and so activities must be chosen that are naturally attractive, conducted in a way to increase their attractiveness rather than to detract from it, secure the persistence and vigor that is needed in practice and lead people to do the same kind of thing habitually.

Habits of desirable forms of physical activity

that have become accepted by the community create a favorable situation for continual participation by the children, youth and adults in the games and contests that make up our physical activity program.

The difficulty in reaching these two objectives has been due largely to our emphasis on the so-called major team games, such as basketball, baseball and football. These games are highly complex in their technique, elaborate in their system of rules, and involved in team play, necessitating a higher degree of skill from every player. To organize a physical education program with emphasis on these games will mean that the large majority of players will soon find themselves unable to meet the requirements in coordination, skill, special technique and general fitness. Unless they can measure up to the standards of performance, their participation detracts from the enjoyment of the game by themselves and by the other players. Their own weakness is soon recognized and at the first opportunity they refrain from playing and soon join the group who sit by the sidelines and watch the skilled few perform.

Simplifying Fundamental Activities and Forms of Play

The major games of this type can be broken down into a number of fundamental activities and forms of play. It is possible and desirable to take certain of these fundamental activities and use them in more simple games and contests suitable to the ability and experience of the players.

Complicated team games should be split into their elements to be taught to groups of children. Simple games are being devised and used which involve throwing and catching a ball, running to base, tagging a runner, judging distance and batting with hand or bat. They serve the purpose of offering a type of game which appeals to an age which is younger than the team game age and which is sufficiently compact so that it provides for the participation of all the children at once. They are learning the basic skills of the game and getting an idea of its rules and strategy under conditions so simple as to be easily understood.

We would then take every boy and girl through a progressive program, starting with simple games and contests that emphasize individual skill and

which lead to more progressive games and skills and finally to the major team games. If such a program were adequate, every player would have had fair knowledge of the fundamental skills underlying the satisfactory playing of a team game, and through lead-up games, interesting in themselves, would have gained a fair knowledge of the important rules.

The practical application of the above principles should, of course, be made during the time of seasonal interest in a particular game and probably should cover a period of several years.

One of the most interesting of our team games, baseball, might be used along these lines. The fundamental elements of skill in baseball are throwing, catching, pitching and batting; and therefore simple games and contests should be devised in which one or more of these elements of skill will be used. Because of the complexity of the rules of baseball, and with

the introduction of as difficult an element of skill as batting, it will be found to be more satisfactory to spend some time in acquainting younger children with some of the rules of the game through the games of base kick ball and punch ball. In the first the ball is kicked, and in the second the ball is hit with the fist; and thus the children are able to use abilities easy to develop, while learning the rules and opportunities of a new game. Punch ball is an excellent introduction to baseball, offering as it does many of the situations that exist in the more complicated game of baseball. The children become accustomed to the idea of running as soon as the ball is hit—an important point for the batter in baseball; they learn the rules of running; they learn to watch the bases and to know where to throw the ball in order to make an "out" or a "double play."

Progressing From Simple to Team Games

The progression from the simple games and contests to the team game which is the objective might follow this order:

- A.* Practice in Throwing and Catching
 1. Fly Ball Pass Relay
 2. Baseball Shuttle Relay
 3. Overtake Ball

*An Athletic Program For Elementary Schools, by Leonora Andersen.

The problem of participation is one of educating individuals above the "dub" or novice class, so that skill will have its contribution to make to pleasurable activity. The incentive of skill is more powerful than the compulsion of hygienic value and far more hygienic in its results.

4. Five Trips
5. Shuttle Distance Throw
- B.* Practice in Pitching
 1. Accuracy Pitching Contest
 2. Bowling Contest
- C.* Practice in Batting
 1. Line Ball
 2. Individual Batting Contest
 3. Batting for Distance Contest
- D.* Games Involving One or More of the Fundamental Skills
 1. Throwing and Catching
 2. Teacher and Class
 3. Zigzag Pass Relay
 4. Circle Ball
 5. Baseball Pass Relay
 6. Pass Ball
 7. Center Tag Ball
 8. Punch Ball
 9. Kick Baseball
- E. Games Leading Up to Baseball
 1. One, Two and Three O'Cat.....B. & M.
 2. Scrub—Work up or Rounders..B. & M.
 3. German Bat Ball (Schlag).....B. & M.
 4. Speed Ball (Winnetka)—
Baltimore.....P. S. A. L.
 5. Kick Baseball.....N. R. A.
 6. Cricket.....SP.
 7. Long Ball.....B. & M.
 8. Hit Pin Baseball.....B. & M.
 9. Indoor Baseball.....SP.
 10. Playground Baseball.....SP.
 11. Baseball.....SP.

Suggestions for other progressive games leading up to other team games are as follows:

- A. Games Leading Up to Basketball
 1. Keep Away.....B. & M.
 2. End Ball.....B. & M.
 3. Corner Ball.....B.
 4. Captain Ball.....B.
 5. Nine Court Basketball.....SP.
 6. Pin Ball.....
 7. Basketball (3 court—Girls).....SP.
 8. Basketball (2 court—Girls).....SP.
 9. Basketball (Official).....SP.
- B. Games leading Up to Volley Ball
 1. Bound Volley Ball.....SP.
 2. Newcomb.....SP.
 3. Cage Ball.....SP.
 4. Playground Volley Ball.....SP.
 5. Volley Ball—women.....SP.
 6. Volley Ball—official.....SP.



H. Armstrong Roberts

He is building up the individual skills which will add interest to participation in major sports.

- C. Games Leading Up to Football
 1. Line Soccer.....B.
 2. Punt Back.....B. & M.
 3. Field Ball.....B. & M.
 4. Soccer (Association Football).....SP.
 5. Speed Ball.....B. & M.
 6. Touch (tag) Football.....B. & M.
 7. Rugby Football.....SP.
- D. Games Leading Up to Hockey
 1. Box Hockey.....N. R. A.
 2. Broom Hockey.....N. R. A.
 3. Shinny.....B. & M.
 4. Roller Polo.....B. & M.
 5. Field Hockey.....SP.
 6. Lacrosse.....SP.
 7. Ice Hockey.....SP.
- E. Games Leading Up to Tennis
 1. Ping Pong.....SP.
 2. Badminton.....SP.
 3. Ring Tennis (tenikoit).....SP.
 4. Hand Tennis.....N. R. A.
 5. Paddle Tennis.....SP.
 6. Tennis.....SP.

(Continued on page 690)

*An Athletic Program for Elementary Schools, by Leonora Andersen.

Games of Other Nations

By John H. Gourley

Mr. Gourley, who is Commissioner of Recreation, Division of Recreation, Department of Parks and Public Property, Cleveland, Ohio, is nationally known for his work for foreign born citizens. The mammoth "All Nations Exposition," the Gymnastic Olympics, the Yumbola Ball and the Plain Dealer Theatre of the Nations are some of the notable features of the Cleveland program in which many nationality groups participate. Recently, Mr. Gourley has found in the use on the playgrounds of games of foreign origin an important means of approach to children of the foreign born.



... old games have taken on a new lease of life.

THE elimination of much prejudice and its replacement with respect and then admiration has been one of the great results of teaching games from other countries to children whose forbears have come from many different lands and who crowd our playgrounds.

The social results of this method of teaching games have led to a pride in racial background about which children have previously been very reticent and which on the part of many has frequently been acknowledged with regret.

Through the teaching of the origin of games of other countries there has been developed a knowledge of the political, economic and religious history of other nations.

The teaching of games as a pedagogic matter has also been vastly improved. Whether the historic background of the game has been introduced in the storytelling hour or previous to the actual playing of the game, the interest in the game has been stimulated. Old games have taken on a new lease of life and have become a source of fresh interest with the children because each phase of the game has a real significance to them. The presentation of the games to the children requires preparatory study and the methods of instruction

have become better pedagogically and developed a new method of play leadership.

A study of the games played in other countries will reveal many games which are similar to those taught our children. Scores and scores of our games are played exactly as they are played in other countries. Except

for nomenclature and minor variations they are largely the same games which are so popular in our country. Such a game as *Fox and Geese* we find being played all over the world.

A number of our most popular playground games are equally well liked in other countries. *Fruit Sale* also known as *Chicken Market* and *Honey Sale* is well liked in England and on the other side of the globe in China. *Drop the Handkerchief* is found to be especially popular in Greece, Italy, among the Cossacks and among the Japanese. In Denmark and Germany *Baste the Bear* is often played as in America. German and English children like *Barley Break*. Scottish and Swedish children play *Last Couple Out* as much as do our own children.

We may play a half dozen of our popular games with Danish children and except for the language find them quite familiar with *Robbers and Soldiers*, *Dog and Hare*, *Moving Day*, *Fish Game*, *Baste the Bear*, and *Slipper Slap*. English children will show us how to play *Barley Break*, *Stealing Sticks*, *Chicken Market*, *The Pot Boils Over* and *Prisoners Base*.

A visit to the neighborhood where there are many Greek children is likely to prove to us that

Blind Man's Buff or *Brazen Fly*, *Centipede*, *Duck on Rock*, *Tree Toad*, *Oyster Shell*, *Pebble Chase*, *Drop the Handkerchief* and *Mount Ball* are quite familiar.

The play hour with Chinese children will be interesting for we are likely to find that they are well acquainted with *Fruit Sale*, *Forcing the City Gates*, *Water Sprite*, *Chinese Wall*, *Letting out the Doves*, *Wolf*, *Chinese Chicken*, and *Buying a Lock*.

In Scottish homes *Charley over the Water*, *Fire on the Mountain*, *How Many Miles to Babylon*, *Last Couple Out*, *Bologna Man* and *Stealing Sticks* are as well known to their children as they are to our children who enjoy our big city playgrounds.

The *Japanese Crab Race*, *Japanese Tag* and *Drop the Handkerchief* are a few of the games which the island empire has made famous. Italy plays *Morra* or *Chicken Market*, *Follow Chase* and the handkerchief game with the same zest as our own playground youngsters.

From old Korea comes the *Clam Shell Combat*, and Persia has given us *Hiders and Seekers*, *Spanish Fly* and *Moon and Morning Stars* hail from Spain.

India, Syria, Hungary, Serbia, Russia and Ireland also have contributed many games we have been playing without thought as to where these games originated or from where the many variations of the games have come.

Just as we may trace back the fables, the myths, the classic stories found in the story books and histories to the early days of other countries, so, too, may we find that the games we are playing have a beginning which is closely allied with the political, economic and religious history of other countries. Many of the great events in the his-

tory of the world are being retold by games which were originated in festivals and perpetuated by succeeding generations.

Much unrecorded history is uncovered in the study of the origin of games. Social customs and rites are discovered in the games. Among civilized people the idea of amusement and pastime is predominant but among the pre-Christian and primitive people the games are largely sacred and divinatory. Few games are found to be inventions but relics of former primitive conditions under which they originated in chiefly magical rites and methods of divination.

Few of our games are found to be traditional in their present form. Traces of early beliefs, customs and rites are found in many and in tracing them they lead to a classification of dramatic and skill and chance games. Marriage ceremonies, courtship and love-making practices, funeral customs, harvest ceremonials, pagan worship rites and guessing or divination methods are found to be the basis of a vast number of the games.

Line games and circle games all have a new significance to the children when presented with a story of their origin. One originates as the result of the age-old contest idea and the other from the religious and festive ceremonials. Even such common games as "tag" and the scores of "counting out" devices take on a new significance and interest when the stories of their origin are sketched.

The stories of games are so deeply imbedded in the life stories of our early people that as they are traced through different countries and receive the modifications and additions they become a source of new interest to the playground worker and of great appeal to our children.

A Home Play Study

Under the auspices of the Hibbing, Minnesota, Recreation Council a number of home play studies have been made. One of them, conducted through the courtesy of Paul Weld, principal of one of the schools, was based on reports of 600 pupils in the fourth, fifth and sixth grades in three schools who answered a questionnaire in which the following questions were asked: (1) Have you a yard at home in which you can play? (2) Do you play in other children's yards? (3) Do you play in the street? (4) In which of these three places

do you spend most of your time playing? (5) What games do you play? (6) In what other places out-of-doors do you play besides the three mentioned? (7) What outdoor playthings of your own do you have? (8) Do you have any pets; how many—what kind? There were also a number of questions on indoor play having to do with the rooms in which the children spend their time playing, the games, indoor playthings, musical instruments, and the books which the children read.

RECREATION and UNEMPLOYMENT

*By Roy Smith Wallace
National Recreation Association*

Helping Them to Fill the Idle Hours



IN SO FAR as recreational agencies are employers, they doubtless ought to be guided in their personnel practice by the same sound general principles which unemployment commissions, national and local, have suggested as desirable. It is of course to be hoped that recreational agencies will not find it necessary to reduce their activities and staffs at this time. Indeed in view of the increased demand for recreational opportunity from those who are suffering from enforced leisure, recreational agencies may need, as will be seen later, to increase rather than to diminish their staffs. However, wherever staff reductions are necessary, the standards worked out by local unemployment commissions such as rotation of work, part time work for all instead of full time work for a few, and problems of family responsibilities of employees should be given careful consideration.

Relief Work

It does not seem to lie within the responsibility of recreation agencies as such to provide relief or employment service. There are, to be sure, agencies such as the Y. M. C. A., for instance, which do maintain recreational activities and also maintain employment service. Doubtless agencies of

this kind will, to the best of their ability, enlarge the employment phase of their work, and agencies like the Salvation Army will enlarge both employment and relief. However, recreational agencies as such would seem to have no direct responsibility in relief or employment. There are nevertheless, alert recreation leaders who have been able to help on the relief and employment side. In Reading, Pennsylvania, for instance, a series of parties and dances has been arranged and from admissions charged and contributions solicited, funds have been raised and contributed to relief and employment agencies. In Cleveland, Ohio, the Public Athletic League with the active cooperation of the Division of Recreation of the Department of Parks and Public Property, has arranged a series of ten or more sport carnivals, tournaments and meets, the proceeds of which will be devoted to the aid of the unemployed in the ranks of the sport groups affiliated with the league. Tickets at fifty cents each admit to these carnivals. Unemployed league members sell these tickets and receive twenty per cent of the proceeds in exactly the same way that apple vendors receive profits from the sale of apples. The purchase of one book of ten tickets not only admits to ten sport events, but insures one man a day's pay.

Because handcraft activities of various kinds often constitute so large a part of a rich recreation program, it is occasionally suggested that

The present industrial situation, with its resultant widespread unemployment, is presenting not only many problems but many opportunities for recreation agencies of the country.

recreation organizations set up handcraft shops, the projects of which can be put on sale. Doubtless if local unemployment commissions are experimenting with income-making opportunities of this kind, shops, material and skilled leadership of recreation organizations should be made available for plans of this kind. This activity, however, should not be thought of as recreational. It is an economic activity and should be considered on an economic basis. The National Board of the Y. W. C. A. has pointed out in this connection that there are certain questions which need to be thought of in establishing workshops as a temporary measure:

"Is there competition with regular businesses and an undercutting of prices and wages, possibly causing unemployment in other places? Is there danger of encouraging home-work and a possible return to 'sweated industry'? Can you meet the legal requirements in the matter of license, workmen's compensation, etc?"

Furnishing Employment

Public recreation departments have of course been glad indeed to cooperate with community employment work in securing the service of labor of various kinds to be paid for out of community relief fund wages. Communities have been seeking opportunity for work so that the unemployed can be given jobs instead of outright relief and the recreation departments have been able to furnish many opportunities of this kind. Over 20,000 men are working at relief wages in the park department of New York City. All through the country labor of this kind is working on parks, playgrounds, municipal golf courses, beaches, pools, field houses, community center buildings, in the conversion of waste property, river-front property, low lands and irregular terrains into parks and recreation facilities. The need for "made work" of this kind and the willingness of



Courtesy of Philadelphia Playgrounds Association

the public authorities to appropriate money for this type of "wage relief" have, of course, spelled splendid opportunity for recreation workers to enlarge their plant and facilities and have at the same time been a genuine contribution to the problem of unemployment.

The following statement from the Recreation Commission of Westchester County, New York, which earnestly considered the relation of recreation to unemployment, bears on this aspect of the question:

"In keeping with the recommendation of President Hoover and other national authorities that needed public works be undertaken without delay, that each local recreation commission and welfare agency urge upon their respective city, town or village officials (a) the necessity for advancing the work of grading and conditioning existing playgrounds, providing permanent surfacing and doing other desirable park work; (b) the desirability of constructing community centers, field or shelter houses at existing playgrounds and in congested sections, to carry out the plan of all-year-round recreation; and (c) that where possible all such work be contracted for promptly to assist in relieving the unemployment conditions."

Specific Function of Recreation

In the employment crisis of 1921, Mr. Joseph Lee, as President of Community Service, wrote to Herbert Hoover, Chairman of the President's Conference on Unemployment, on this unemployment problem. He said:

"This problem, it seems to us, has three main phases. First, the need for work. Second,

failing this, the need for food, clothes and shelter. Third, the constant need for courage, sympathy, and 'morale'—the need to let the workers know that while industry for economic reasons has no present need for them as workers, yet the community—while making every effort to secure work for its members—does value them as fellow citizens and human beings."

Mr. Hoover replied:

"While, of course, the primary necessity is for work as a result of increased activity, I agree with you heartily as to the need for the morale-building effort . . . which some group in every community should especially at this time be organized to give. I remember very well the effective work which War Camp Community Service did in building up military and community morale during the war. The present war is a war on unemployment and we need and are very glad to have the cooperation of Community Service."

Does not this correspondence suggest definitely the specific responsibility of the play and recreation agencies in a time of unemployment? The economic need is, of course, primary, and the community must face its economic responsibility through agencies other than the recreation agencies. For the man as producer, as bread-winner, industry itself and the community through employment agencies, employment commissions and public building activities, must accept responsibility. For the man as a man, the community through its recreation agencies has a genuine contribution.

Men and women out of work, the victims of enforced leisure, suffer not only the physical pangs of hunger and cold—they suffer from discouragement, from anxiety and from fear. Wishing to work and skillful in work, with pressing need not only for income for self-support but often for the support of dependent families, they find themselves not wanted by organized industry. Here is surely opportunity for a specific type of service which recreational agencies can render. We can and must let them know that the "community does value them as fellow citizens and

human beings" and wishes to serve their spirit as well as their body through the provision of enjoyable, worthwhile, morale-building activities for their leisure.

Professional Opinion

The council of social agencies and social work groups who have been studying this whole unemployment situation have recognized the importance of recreational opportunity in a time of unemployment.

The executive committee of the American Association of Social Workers for instance, in their findings on the unemployment situation, enumerates as one of the seven duties of social workers: "To make clear to the community that non-relief forms of social work such as health and recreational services, are especially needed in a period of unemployment."

The southern social work executives at their Atlanta meeting, December 29-30, 1930, concluded:

"We believe that communities generally recognize that the activities of organizations providing constructive programs for leisure time are essential to the welfare of their communities. During a time of severe stress it is the belief of this Conference that a constructive program for the unemployed time of the unemployed and their families, is of greater value than in normal times.

"We also believe that the peace, safety and well being of the community is endangered by unemployment and those activities which will tend to strengthen the thinking of the people will be a matter of public safety to the community.

"We realize that the public at this time is more concerned with the giving of material relief than with preventive, rehabilitative and character-building work. Therefore, extraordinary efforts should be made to inform the public generally of the importance of supporting this program."

Community Chest Opinion

This point of view is reenforced by the business group which organizes and directs the Community Chest movement throughout the country. Mr. J. Herbert Case, President of the Association of

The day's search for work has proved hopeless. Nothing to do but tramp the streets or sit and brood. There comes a feeling of bewilderment, of defeat, that may permanently destroy morale . . . In this period of enforced idleness, wholesome recreation gives occupation for mind and body, a needed sense of accomplishment, a renewal of hope and courage . . . It is helping the man out of work—and his family—through to better times with health and morale unshaken.

Community Chests and Councils and Chairman of the Board of the Federal Reserve Bank in New York City, said last September:

"Chests generally are concerned as to how they shall meet those demands which are in prospect for next year. No chest management wishes to see the recreational and the character-building organizations penalized because of the rising tide of demands for relief. Chests are proud to have helped support and promote programs of a broadly constructive as well as a preventive or curative nature. In a sense these recreational and character-building programs are as much needed in times like these as the relief programs. Times of unemployment, idleness, and discouragement breed sickness, crime and demoralization. At these times the agencies which at one point or another influence the public morale must redouble their efforts. Therefore, in addition to their normal budgets chests need to raise this fall an extraordinary amount of money not only for relief work, but also for constructive case work and for the normal social needs."

Increased Recreational Demand

Facts from all over the country demonstrate that during this period of unemployment, demand for service made upon recreational agencies both public and private has increased. Superintendents of public recreation in cities north, south, east and west have testified to the increased demands on their programs and facilities, especially because of the young adults, the young men and young women now out of employment who present themselves for activities.

In a southern city the recreation executive reports that hundreds of people who are idle are spending at recreation centers some of the time not being used for job hunting. Each evening the centers are filled with men who occasionally bring their families to engage in games and sports. On one occasion a family consisting of a man, his wife, seven children and the wife's mother, was seen at the community house. The Recreation Department in this city has increased its out-of-door facilities, has added a large number of books to the libraries at the indoor centers, is arranging

more parties, and is providing plans for simple backyard playground equipment which heads of families may make during their enforced leisure.

Another factor in this situation—lack of funds with which to buy the usual forms of commercial recreation—is pointed out by the Superintendent of Recreation, Pontiac, Michigan, who writes:

"Many families have no money to spend for commercial recreation and as a result have taken part in the activities furnished by the City. This was evident on the playgrounds where an unusually large number of adults were noted throughout the entire day by the playground leaders."

The Division of Recreation, Department of Welfare, Louisville, Kentucky, strikes the same note:

"Times of unemployment are the test of a city's recreation program no less than of its other relief facilities. For there is on the city during such periods not only a burden of hunger and homelessness; there is also a burden of wasted time. These empty hours which cannot be filled with work because there is none to be had, cannot be occupied with the usual forms of recreation, because of lack of money."

Private agencies testify also to the same demand. This has been voiced for instance by the Welfare Council of New York City and statistically by the council of Social Agencies of Kansas City, Missouri, which points out that in Kansas

"The need for normal living, which includes recreation, must be recognized if the morale of a community is to be kept up. Social forces which make for delinquency or any social evil do not cease to function in time of emergency."—From National Board of the Y. W. C. A.'s of the United States of America

City during the year ending August 31, 1929 there were recorded 500,515 attendances at the various agencies carrying on the so-called character-building activities, that is adult education and adult recreation work. For the year ending August 31, 1930 there were 783,702 attendances at these same agencies, an increase of over 56% in the demand on these agencies. This is a greater percentage of increase than in the demand on any other type of agency, even including those giving material relief to families, the percentage of increase in this group being only about 43%.

Factors in the Problem

It must be recognized, of course, that in the unemployed group are many different kinds of

needs. There are men and women; there are those who have part time work; those who are doing odd jobs; those who are awaiting call back to their regular employment; those who are making constant appeal for odd jobs; those who are, doubtless wisely, seeking jobs through the various employment agencies and who have much time on their hands while they are waiting to be notified by these agencies to call on employers in need of work done. The provision of recreational opportunities must be planned with all of these different groups in mind.

There are other factors also. It must not be forgotten that the men and women out of work need time in which to seek for work; that certain times are better than others for seeking work; that certain times therefore are better than others for the offering of recreational opportunities. Then there are of course as in normal times the varying tastes and desires of the different people. Some doubtless will be interested in physical activities, others in musical activities and others in handcraft activities. Many can make their unemployment an opportunity for improving themselves in various kinds of general or trade education classes. Some may be able to give certain types of service in connection with recreation activities themselves. Many will doubtless need opportunities of the exciting and thrilling kind, of the amusement type, not only because this is the kind of recreation which they have been used to enjoying but also because it is the kind which will temporarily at least, lift from them the burden of care.

It is, of course, the responsibility of recreation workers to make the types of opportunities provided for people as enriching and as satisfying as possible and guidance toward the wisest kind of use of enforced leisure should be available.

The unemployed, both men and women and their children, will undoubtedly fit normally into many of the regular offering of recreational programs of the recreational agencies, especially those for which no fees or membership charges are required. Many of the agencies which do require financial payments of one kind or another have been able to modify their requirements in this respect and to make it possible for those with

unusually limited financial resources to have the benefit of these opportunities without loss of self-respect. Deferred payments, payments to be made on an installment basis after employment is secured, temporary arrangements by which present dues-paying members presumably employed are enabled for this emergency period to introduce each one friend without payment of extra dues, establishment of special experimental or extension groups without fee for a definite period, are among the devices which have been used to meet this situation.

Special Programs

In addition to the regular program of activities however many special types of opportunities have been arranged. In Cincinnati, Ohio, a special committee was formed by the Council of Social Agencies to care for the recreational needs of the unemployed. Its first result under the leadership of Will R. Reeves, Director of the Public Recreation Commission, was the establishment of a recreation center in cooperation with the employment center.

"People accustomed to regular work find that one of the ills of unemployment is the problem of filling in their leisure hours. Long days of waiting for something to turn up must be got through somehow. Brooding and worry diminish rather than increase the chance of finding work. A cheerful applicant makes a better prospect than a doleful one."—*New York Times*

Next to a state-city employment bureau is a municipal playground, equipped with a shelter building. The Public Recreation Commission supplied equipment consisting of baseballs, bats, horseshoes and volley ball stands. In good weather these were used outdoors. When the weather was bad or too cold, the shelter building was utilized and supplies including checkers, dominoes, cards and target board were used. A piano was part of the equipment of the building; a music dealer donated a phonograph and records, and the public library supplied books and magazines. One of the unemployed men was put in charge of the building and recreation room. The men are called by the employment bureau when requests for workers are received.

In many cities the cooperation of all agencies, churches, settlements, schools, industrial concerns has been sought. Halls, garages and barns have been turned into gymnasium and club rooms and equipped with home-made baskets for basketball, possibly for hand ball, certainly for indoor baseball, indoor quoits and many other of the usual indoor active games. Similarly provisions have

been made not only in rooms of this kind but in many smaller rooms for various quiet game activities, cards, table games, ping pong, box hockey, dominoes, checkers, chess, etc. Doubtless in many cases rooms of this kind, unused at times and closely adjacent to employment centers, can be found and used for reading rooms, and daily papers, magazines and books can be secured from the public library or by solicitation.

Of course not only makeshift facilities of this kind are being used. In many communities gymnasiums and rooms of settlements, Christian Associations, clubs, lodges, halls, schools and churches, are secured for many desirable periods of the day.

The Park and Recreation Department of a southern city has called together all the volunteers trained in the recreation leadership institutes previously conducted by the Department and has asked them to stand ready to volunteer as leaders for community groups of all kinds in an effort to keep up morale. All local groups are being urged to take definite steps to provide recreation activities for their members. Through a cooperative arrangement between the public library, the School Board and Recreation Department, the public library is providing books for community reading centers established in school buildings.

In addition to the regular outdoor playground facilities which ought to be readily available, especially in the south, certain vacant lots and fields are marked off for playing courts and supplies of balls, bats, nets and various other equipment secured.

In some cities, special effort is made to invite registered unemployed to various community parties and dances, either those that have been carried on as a part of the regular program of the recreational agencies or special events of this kind prompted by the emergency need.

The usual organization method of recreation leaders—the promotion of tournaments, inter-city, inter-section, inter-type of skills, etc.—have been arranged. Even inter-employment agency and inter-unemployed “hangout” matches have been arranged.

In a number of cities, recreation leadership has provided facilities and activities in connection with headquarters of labor unions which so commonly are used as meeting places for the unemployed. Special leadership in music and in games, all kinds of facilities for quiet games, branch library service, etc., have been established, depending of course on the space available.

In one municipal lodging house in a large city

in the east in which hundreds of unemployed were housed, enforced idleness with discontent and possible disorder was becoming a real problem. Recreation leadership of the community was appealed to by the Citizens Unemployment Commission and within a few days the top floor of the lodging house was fitted up for many kinds of recreational activities. Checkers, dominoes, cards, ping pong, indoor quoits were obtained, a punching bag and sets of boxing gloves were provided, the public library furnished several hundred books and magazines which were added to by citizen donations. Recreation leaders to suggest and organize activities were provided from the ranks of the unemployed.

Following the opening of the recreation room, over 22,000 attendances were recorded in the first eight days. The spirit and attitude of the whole lodging house and its population changed from dogged and often sullen discontent to a more cheerful and courageous outlook on life.

In a number of cities recreation leaders have arranged for a given number of free admissions daily at non-rush hours at local moving picture theaters.

Energetic resourceful leadership genuinely desiring to find opportunities for service can find and adapt many similar opportunities of this kind.

The Westchester County Recreation Commission in the study mentioned above listed the following additional conclusions:

“That the present excessive leisure time of unemployed residents of communities be occupied as far as possible by (a) various institutions, clubs and welfare organizations establishing heated rest centers and placing temporarily at the disposal of local unemployed workers their reading and game rooms and what other facilities it may be consistent to offer in the emergency; (b) that all public libraries and municipal indoor recreation facilities or temporarily vacant space, which may be available for the purpose, be placed at the free disposal of unemployed persons, and that programs of recreation be provided therein; (c) that efforts be made to secure the cooperation of local theaters to the end that a given number of free admissions be allowed each day at other than the peak hours, to be distributed by the local recreation authorities or by a cooperating welfare group.

“That there be associated with employment agencies and recreation places, available to unemployed, some tools and facilities, as well as instruction, whereby men and women may adapt their skills to the manufacture of articles for

which there may be a ready market.

"That the opportunity be taken now to improve backyards for the play of children, thus providing employment for available unemployed workers."

Financial Support

The question of securing funds for the operation of these larger activities for the unemployed is of course a question which must be solved locally. Facts and figures as to the enlarged demand now being made on local recreational agencies should be collected and used as a basis for securing the additional financial help needed. Possibly for many of the extension activities of the kind indicated above which can be locally worked out, members of the present working personnel can be made available. However, in view of the enlarged demand and enlarged opportunity, it is probable in most cases additional funds will have to be secured either from city appropriations or from chest funds or from individual donations of those who especially appreciate the urgent present need, if this need is to be adequately met.

As the social workers and chest executives already quoted have indicated, it is especially important that these funds be not taken away from the regular recreational and character-building activities of the community. The regular "clients"

of our recreational agencies must not be called on to pay through deprivation for this extra work which the community needs to do for its unemployed. Almost always as chest leaders can testify the funds available for these agencies and this type of work are none too large to serve the needs in normal times. In most cases they could wisely be increased rather than diminished. During emergency times the regular "clients" of these recreational agencies are often themselves likely to need special recreational help for they too, even though employed, often are in fear of losing their jobs. Often their own kin are out of work and their family income is often reduced, and their health possibly more precarious. Their temptations to go along with the idle gang are greater. The emergency needs of the unemployed should not be met by reducing the regular service of these recreational agencies to their regular patrons, thus forcing them to make an unduly heavy contribution to the community problem.

Enlarged recreational needs must constitute an enlarged demand on the community itself and the community must show itself ready and eager to provide wholesome and enjoyable opportunities for unemployed men and women to fill up their idle time helpfully and constructively rather than bitterly and wastefully.

Recreation Departments Provide for the Unemployed

The Board of Public Recreation of Stamford, Connecticut, has adjusted the schedule of activities at its community center, known as Richmond House, to provide for its use by unemployed men during the day. Showers, quiet games and other game supplies, a radio loaned by a local department store, a piano, magazines and newspapers, are attracting many men to the center. Nearly three hundred have registered and a large number are attending who do not register. The Recreation Board is providing leadership for activities. The City of Stamford has appropriated funds to meet for a stated period the cost of the program, estimated at \$75 a week.

At a meeting on unemployment attended by representatives of all civic agencies in Mount Vernon, New York, the chairman of the Recreation Commission requested the use of the floor space of a large building in the downtown section for recreation activities for the unemployed. This particular piece of property had been condemned

and was soon to be dismantled, but at the meeting the Mayor stated he would veto any move for immediate dismantling and that the property might be used immediately by the Recreation Commission.

There are four buildings on the playgrounds of West Orange, New Jersey, open under leadership the entire year. These buildings are now being used during the day by the unemployed men of the town.

"I am repeatedly impressed," writes a field secretary of the National Recreation Association, "by the recognition of the increased need of recreation at this time. Everywhere that budgets are being cut it is with sincere regret on the part of the city officials, and the cut is almost always in proportion to other departmental reductions. More people are thinking about our general economic situation than ever before and the leisure time challenge is part of their thinking."



A sport that has had many adaptations in the last two years.

Golf Games have Wide Variations

Adaptations of golf are daily occurrences and there are few recreation systems which have not originated some interesting game based on this sport.

It is a far cry from 1457, when golf is said to have come into existence, to 1930, when miniature golf courses began to spring up everywhere. Much has happened in that time to the national game of Scotland. The growth of municipal golf courses, many of them equaling in excellence the finest private courses, where golf may be played at reasonable enough prices to make the game truly democratic, has been one of the remarkable developments of the past thirty-five years. But above all, one wonders how those early members of the Royal and Ancient Golf Club of St. Andrews, established in the middle of the eighteenth century, would view the midget golf courses found today on so many of our street corners!

And now comes the prediction that other sports, such as horseshoe pitching, archery, target shooting and "quoitennis," will soon be provided in connection with miniature golf courses; that the services of golf instructors, music and playgrounds for the children, will go far to convert municipal golf courses into recreation parks and that the coming year will see larger and more elaborate courses established.

And who will say that these miniature courses do not have their value in keeping people out-of-doors, in inducing more individuals to participate in sports of some kind as contrasted with watching others perform? A number of recreation departments, some of them conducting regulation municipal courses, have added miniature golf to their facilities and are providing golf enthusiasts with the opportunity to perfect their shots.

From the standpoint of the children of the playgrounds, the golf courses which they themselves make, and the many adaptations of golf which have been devised, are of primary interest. Pieces of discarded pipe, old tin cans and "what-have-you," are resulting in more unique and varied courses than Scotland in her long experience has ever known, and marbles, old rubber balls, discarded croquet mallets and broomsticks with pieces of board at the end, are furnishing equipment heretofore unheard of.

It is with such courses and with the diverse adaptations in golf which have been made that this article is primarily concerned.

**Marble Golf
Croquet Golf
Sidewalk Golf
Golf for Women
Junior Golf Courses
Tennis Golf**

Marbles + Golf = Marble Golf

By Robert L. Frey

PHILADELPHIA boydom has found a new thrill in Marble Golf. While their parents have been putting around the new, street-corner baby courses, the boys have been developing their own version of miniature golf.

In Marble Golf the technique of marble shooting has been adapted to shooting through hazards over an eighteen-hole course. Score is kept by counting the number of shots; par is set up for individual holes and for the course. In its fairways, bunkers and water hazards, it has appropriated the language of the links.

The game was first suggested by the Playgrounds Association, which has known Marble Golf for many years. The story of its sudden spurt this year is curious, and in the telling, tribute may be paid to one who little suspects the part he has played in encouraging this new edition of an old game. During the same week that Charles H. English, Executive Secretary of the Playgrounds Association, was starting Marble Golf on his playgrounds—it was a very modest, unassuming project—Fontaine Fox revealed the fact that the Little Scorpions' Club had taken up miniature golf with a vengeance. Of course, you remember Mickey (Himself) McGuire, Spunky Edwards, and the other imps whom the drawings of Mr. Fox have made one of the best-loved "bad boys" garigs in America.

On their trickiest of all courses, hazards were made of rainspouts, water-barrels, carriage wheels, buried gaspipes, and all the odds and ends that a small boy might have salvaged from the junk-yard, or from some dark corner of the cellar.

Within three days after the cartoon appeared, a half-dozen of his playground teachers came to Mr. English with the idea which he had been turning over himself. Why not take the Little Scorpions' idea and apply it to Marble Golf? Some ingenious hazards would brighten up the game. Any boy could make them at practically no expense. Most important of all, the hundreds of miniature golf courses, appearing as if by magic, had set the people thinking of golf in terms of small lots and street corners. People who had

never before had a golf club in their hands were chatting familiarly of par, birdies, and even eagles.

Apparently Marble Golf needed no more than an initial impetus to set it going. No sooner suggested than done. The Philadelphia Evening Bulletin immediately sensed the popular appeal of the new game, and aided the Playgrounds Association in sponsoring city-wide Marble Golf matches which culminated in a Championship match to choose the city champion.

CONSTRUCTING THE COURSE

The courses themselves can be built wherever there is room to shoot marbles. The vacant corner of a playground, grass-covered or clay, is best.

The largest and most elaborate course in Philadelphia was that laid out at Friends' Select Playground for the championship play. The hazards are the best, selected from fifty-odd courses, built by the boys themselves from all parts of the city. The fairways, marked off by the white lines, are fifteen inches wide, though on a course as big as the one at Friends' Select, it may be desirable to widen them up to twenty-five inches. Tees are smalls mounds of clay. All shots must be made "knuckle down." If the marble goes outside the white line on the fairway, it is brought back, and the next shot made from the point where it crossed the line.

Holes may be of any length, from about thirty to sixty feet, usually with one hazard and a trap or two to each. Tin pie plates, sunk flush with the fairways and filled with water, served as water traps.

It was in building, and then beating, their own hazards that the boys took especial delight. One of the most popular hazards was a cast-off automobile tire, split crosswise across the tread, with the two openings spread apart so that a marble shot into one opening would make the complete circuit and roll out the other onto the fairway. With insufficient force the marble would roll back and the shot would have to be made again. Shot

(Continued on page 690)

Shinney Hockey

Old-fashioned Shinney and fast moving Hockey combined make a thrilling game

THE old-fashioned game of *Shinney* has ever been an exciting and healthful one. Hockey, played on both ice and roller skates, is recognized as one of the fastest and most skilful of all games. *Shinney Hockey*, recently introduced by the Los Angeles, California, Department of Playground and Recreation, combines some of the features of both and is adaptable for playground use. It is suggested that there be a league for boys 16 years and under and one for boys 12 years and under, with games scheduled once or twice a week.

A puck similar to the one used in ice hockey and batted with shinney sticks, such as were used in tennis golf, is used. The game is played on a court approximately 100'x50' or 75'. The basketball court will prove very suitable, making a line 5 feet long on each end line for goals.

Each side may have from five to ten players; seven on a side make a most exciting game. The game is started with one player from each side facing each other, with the puck between them, in mid-field. They place their sticks about one foot in back of the puck, raise and touch their sticks over the puck three times. After the third time each one tries to hit or pass the puck toward their goal or to a team mate. The game continues with the following rules:

1. Each player must shinney on his own side; that is, he must not hit the puck while he is facing his own team.
2. He must not raise or lift his shinney stick above the hips.
3. Players must not trip or push an opponent.
4. Players are not allowed to touch, pick up or stop the puck with the hands, or stop, kick or stand on the puck with the foot.

The above rules should be very rigidly enforced to insure a reasonable amount of safety.

Penalty for above offenses. A player on the side offended takes the puck out of bounds nearest point where rule is broken and tosses such not over five feet in to a team mate.

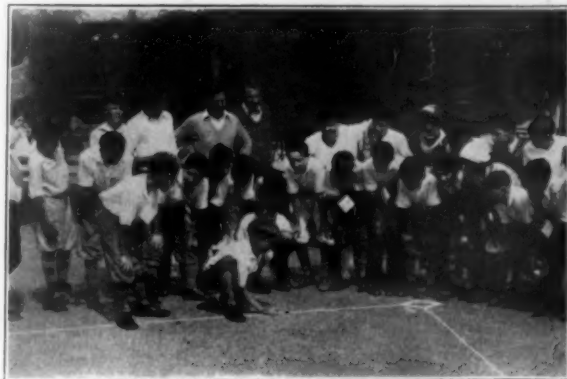
Points. One point is given to side each time puck crosses opponents' goal line.

Length of game. Length of game may be determined in two ways.

(1) Side scoring 10 points first.

(2) Game can be divided into five to ten minute quarters, with a 2-minute rest period between quarters and an 8-minute rest period between halves.

Colored ribbons worn as arm bands by a team would help distinguish players of one side from the other.



Sidewalk Golf in Central Park, New York City.

Sidewalk Golf

IN the November, 1930, issue of *PLAYGROUND AND RECREATION* there appeared an article on *Sidewalk Golf*, a game played by snapping checkers over the surface of a walk or floor into "holes"—6 inch squares chalked on the pavement about 30 feet apart. The player goes from "hole" to "hole" exactly as in field golf, counting as he goes, and all the thrills of real golf are to be found in this fascinating adaptation.

The game may be played alone or in couples. When two or three play in a group, each square must be completed by all before proceeding to the next. There are no plays in field golf which cannot be adapted to sidewalk golf, and there may be bunkers and hazards.

Dr. Sydney Strong, originator of the game, in order to promote the activity which many have found enjoyable, has offered to contribute to any one requesting it a little package containing three checkers, a piece of chalk, and directions for playing the game. The supply is not unlimited and it is suggested that any one desiring to take advantage of Dr. Strong's offer write him immediately at 12 Park Avenue, New York City.

Croquet Golf Courses on the Playground

ANY playground may have such nine hole golf courses as those found on the grounds maintained by the Recreation Department, Park Commission, Memphis, Tennessee, for the cups consist merely of cans 6 inches in diameter and 6 inches deep. And where are the children who cannot produce these cans?

The greens are 15 feet or 20 feet in diameter; fairways are 4 feet wide, while the tees are 5 or 6 feet wide. Hazards in the way add excitement to the game, and the children may be depended on to produce hazards from material lying around. The novelty of the hazards you will find will be limited only by the imagination of the children!

Nor are the clubs of the expensive variety of regulation golf, for in Memphis ordinary croquet balls and mallets are used. In hitting the ball players are required to hold the mallet between the legs, for when the ball is hit with a side stroke the tendency is to strike it too hard and this has been found dangerous as well as detrimental to the equipment.

Markers need be no problem for they are easily

made. To preserve the markers they should be painted. Cup markers are set at the farther side of the green and in direct line with the tees.

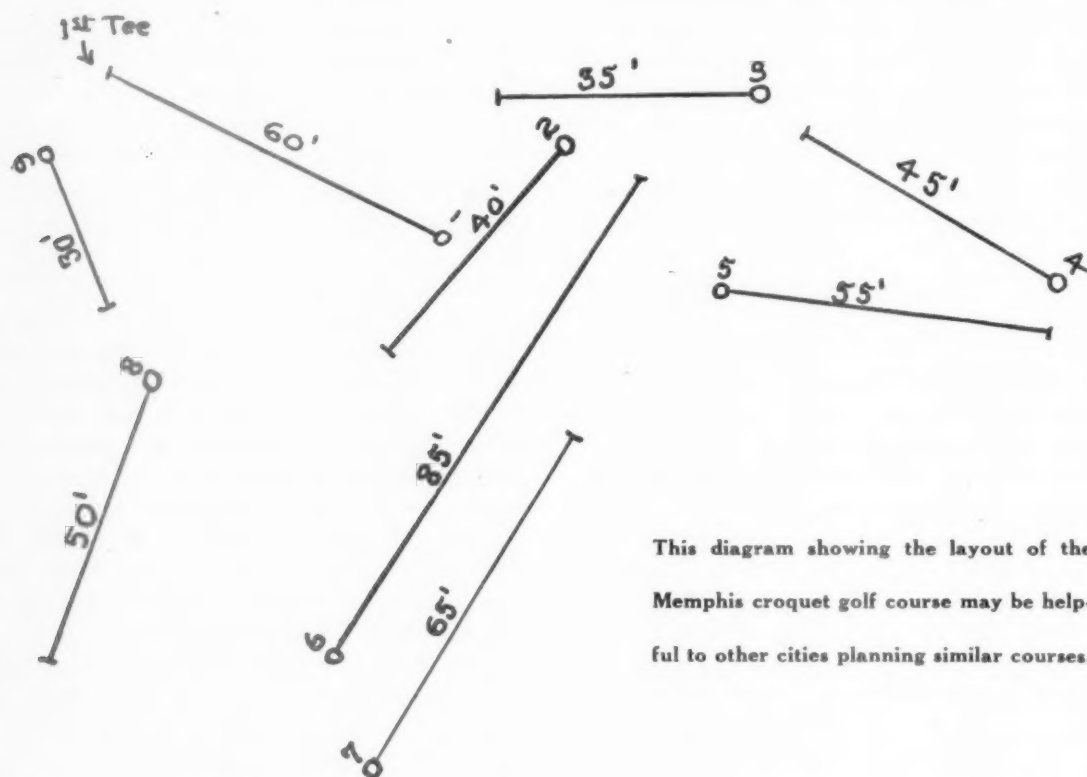
The dignity of golf is unheld in this adaptation through the use of regulation rules. The lowest score wins.

Try this on your playground. You will find the combination of golf and croquet, a game enjoyed by so many children and young people, a very popular one.

Distances and Par for Course

No. 1—60 ft.	Par 3
No. 2—40 ft.	Par 2
No. 3—35 ft.	Par 2
No. 4—45 ft.	Par 3
No. 5—55 ft.	Par 3
No. 6—85 ft.	Par 4
No. 7—65 ft.	Par 3
No. 8—50 ft.	Par 3
No. 9—30 ft.	Par 2

Total 25



This diagram showing the layout of the Memphis croquet golf course may be helpful to other cities planning similar courses.

Golf for Women

By Ruth Kimball

*Director of Women's Recreation,
Pontiac, Michigan*

THE City Recreation Department of Pontiac, Michigan, like many other recreation departments, works on a limited budget. In consequence its staff is always on the look-out for facilities which do not mean an expenditure of money. The use of other departments of the city is always welcomed when practicable.

In the spring of 1929 a Business Girl's Golf Association was formed and an arrangement made with the manager of the municipal course to furnish golf instruction. Through the personnel managers of the various factories notices were sent to all women employees announcing the formation of such an organization. Publicity was given through the local paper and announcements were sent to girls employed in the down-town stores and offices. The response was most satisfying and the membership list was closed when 100 members were registered. A fee of \$1.00 was charged to cover the rental of golf nets where indoor practice took place in the early spring months before the weather permitted outdoor play. The golf course manager gave instruction in the use of these nets three nights a week, each girl registering for the night which she preferred. During the summer a monthly social function was held consisting of an afternoon of golf at a nearby golf course, followed by a dinner. The clubs which were connected with real estate developments were anxious for publicity so that there were no greens fees and the event cost the members merely the price of the dinner.

When winter came the funds of the club were exhausted, so a number of benefit bridge parties were held at which money was raised to finance golf practice for the spring of 1930. Because the new golf manager was unable to give instructions, another man was secured who devoted three evenings a week to the club at a small cost. Nets belonging to a local factory were donated for the use of the girls. During the past summer the members have played in league play for which prizes will be awarded at the final dinner of the season.

Although the Association began as a golf club,

and although a large number of girls have taken up golf who otherwise would not have played, the social aspects of the organization should not be overlooked. It has proven a means of social contact for many business girls and has in this way offered a two-fold opportunity for recreation.

Because of the success of the Business Girl's Golf Association a demand was made during the past spring for a married woman's organization. In March a Woman's Golf Association was formed composed of women not in business who could play in the daytime, thus leaving the course free at night after business hours. This organization has been just as successful, the great majority of its members taking up golf for the first time.

While the primary purpose of both golf associations has been that more women should have the opportunity for golf, it has been most gratifying to realize that the attendance of women at the municipal course has greatly increased since the formation of the two organizations.

A Junior Golf Course

By F. G. Kiesler

*Director of Physical Education, Fond du Lac,
Wisconsin*

AT a cost of less than \$100, Fond du Lac, Wisconsin, now has a golf course where children of school age can play without cost other than that involved in the purchase of clubs and balls.

The course was built by the Board of Education which administers the city recreation program. It is laid out on school property in a natural park about 150 yards square. This property had formerly been a meandering river bed and this topography, one dog leg fairway, and the trees make excellent hazards. The course is nine holes averaging 100 yards between holes, the shortest being 68 yards, the longest 140 yards. The fairways lie in natural alleyways between the trees and seldom cross one another.

Dirt was hauled to fill holes in rough spots, trees were trimmed and all stumps were removed. The cement tile sunk for cups will be replaced

(Continued on page 691)

Miniature Golf on the Playgrounds

By Carl F. Seibert

EVERY golfer knows that a great many games are won or lost on the putting green. The great interest, therefore, in this phase of golf is not surprising, and the development of miniature golf courses with the opportunity they offer to perfect different strokes, has been in line with the general tendency.

Nor is it surprising that children have caught the pervading enthusiasm and are emulating their elders. Since golf is a game which can be carried over into later life, we have felt it worth while on the playgrounds of Orange, New Jersey, to encourage this interest, and at a meeting of play leaders it was planned to ask the children of the various playgrounds to contribute their ideas and to help in building a golf course. If Tom Sawyer's trips to and from school as they are pictured in the comic columns of various newspapers were any more unique or complicated than the golf courses that soon developed on our playgrounds, I have failed to notice it!

The materials used were discarded galvanized pipes from supports for apparatus which measured 2 and 3 inches in diameter, old boxes, barrels, cement blocks, bricks, cobble stones, rain pipes, tin cans, and couplings from the bases of the apparatus supports, which were used for holes. With this wealth of material on hand, the Orange playgrounds had a nine hole golf course in each playfield, and the size of the entire golf area was commensurate with the size of the playgrounds. Aside from two playfields which contain baseball fields and tracks, the others were comparatively small.

The layout of the course was left to the play leader, but the ingenuity of the boy was always given precedence. What this coming year will bring forth remains to be seen, but it is evident that the game of golf on a miniature scale is here to stay, and the Department of Parks and Public Property will do everything possible to cooperate with the children in their ingenious planning.

Tennis Golf

The "Hole-In-One" Club Is an Important Safeguard Here!

THE Los Angeles, California, Department of Playground and Recreation, has inaugurated on many of the playgrounds a game known as *Tennis Golf* which is proving enjoyable. The game is played with a paddle tennis ball and an old-fashioned shinney stick. A nine hole course is laid out along fences, tennis courts, apparatus pits, or any other place where play will not interfere with other activities. Regulation golf cups are used for holes and range from 25 to 90 feet with tees near each hole. Edges of tennis courts, trees or other obstacles can be used for hazards. Rules governing golf are used. However, some rules may be made to meet local conditions.

The Department has offered the following suggestions to stimulate interest and enthusiasm among the players:

1. A large attractive poster on the bulletin board, headed with the name of the course, can carry names of boys or committees, spaces for names of those making holes-in-one, low scores, and rules governing play.

2. A Greens and Rules Committee composed of boys who will help the director in making rules for tournaments and in keeping the course in good condition.

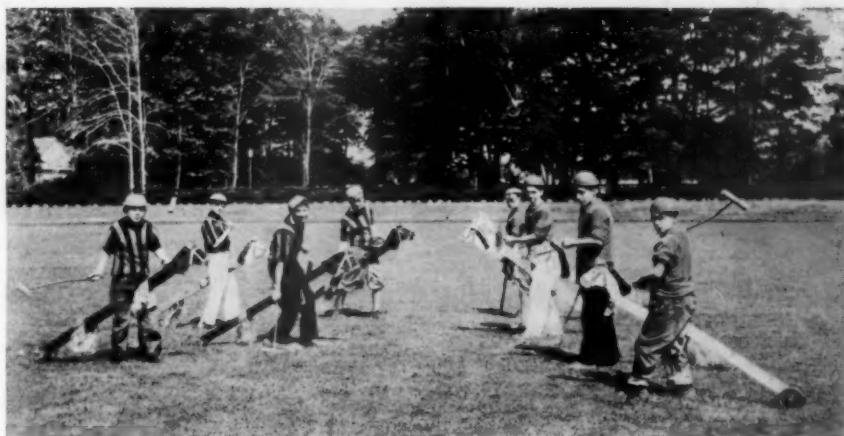
3. The organization of a Hole-in-One Club, the members of which will witness players making holes-in-one. (Before such a player's name is placed on the bulletin board his achievement must have had witnesses.)

4. The placing on the bulletin board of a player making a low score. When this score is lowered by some other player, the name of the player lowering the score may be placed under the first name. Two other players must also be witnesses before the new low score for the course is recognized.

5. Tournaments from time to time for different age groups will help keep up interest. Following local tournaments there may be a city-wide tournament for five winners in each division, 16 years and under and 13 years and under.

Polo on the Playground!

The aristocrat of games is no longer the exclusive sport of the rich man.



Mounted on their polo ponies, ready to go!

Courtesy Union County, N. J., Park Commission

THE boys of the Scotch Plains Playground in the Union County, New Jersey, park system have achieved the seemingly impossible—polo on the playground!

As one of their handcraft projects last summer the boys constructed wooden horses from such materials as could be found. A pair of wheels from a coaster wagon or baby carriage attached to a board 5' by 4" by 1" provided the hind legs of a horse. On the opposite end of the board a head was fastened securely. By the use of paints and a piece of frayed rope to represent the mane, a very lifelike appearance was secured.

At this point a saddle was fastened on the board, the tail was attached and the steed was ready to mount and be given a trial as a star polo pony. The boys equipped themselves with wooden mallets of their own design, and the ball used was a 12 inch outside seam playground ball. Because of lack of space the field was necessarily small being 50 yards by 30 yards. Regulation polo rules governed the play. If ponies or players had to be withdrawn from the contest because of injuries, there were always substitutes on the side lines ready to enter the fray. The game bids fair to become a popular playground activity in future programs.

Memphis, Tennessee, children, too, have found polo a delightful game. In this city the children of the playgrounds maintained by the Recreation Department of the Park Commission make

horses' heads of wood 2 inches thick and attach to them broomsticks as long as the riders desire. The game is played on a field 100 feet by 50 feet, and each team is composed of four players—one center, two half-backs and a goal guard. Each player is mounted on a horse and uses as a ball an old indoor ball. The polo club is an old croquet mallet.

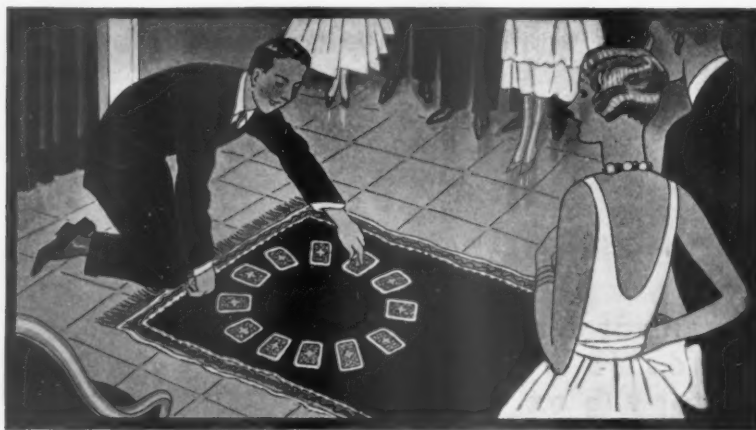
The ball is started by the centers on the 50 foot line. It is put in play by three kisses of the mallets as in box hockey. The ball is advanced down the court through opponents and driven through the front of the goal. Each goal counts one point.

Playing Rules

1. When the ball goes out of bounds it shall be brought in by the referee and placed 3 feet from nearest spot where it went out and put in play by two opposing players as at Center.
2. Time out may be called by either Captain or Referee.
3. Substitutions will be allowed only when the Captain asks for time out from the Referee.
4. After a foul the Referee blows the whistle and puts the ball in play at the nearest point the foul occurred as the ball is put in play at Center.
5. The position of the teams shall be reversed after each goal.

(Continued on page 693)

A Progressive Party of Old Time Card Games



Courtesy Dennison Manufacturing Co.

The crucial moment is at hand!
What will the card turn out to be?

HOW many times have you, as a hostess or party leader, planned a really jolly social, only to find the ideas in your party repertoire most inappropriate? After searching everywhere for suggestions, you find all of them unsatisfactory. Bridge playing has become tiresome; your room is too small for games that require a great deal of physical activity; your group too formal for charades, tricks, or mental teasers. In despair you begin to wish your guests had never been invited!

Suited to just such an occasion is the following progressive party of old time card games. Little space and equipment is needed. The only accessories required are card tables and sets of games like *Rook*, *Rummy*, *Pit* and *Authors*, those games which will always have about them an aura of gas lit "parlor days." The games played are variations of those old favorites known under different names in different localities. The following descriptions of some of the most popular are given through the courtesy of Parker Brothers, Incorporated:—

I Doubt It

(1) Shuffle the cards thoroughly and deal the entire pack, although it may give some players one card more than the others. When the group is large use two packs of cards.

(2) The player at the left of the dealer begins the game by taking from his hand a number "one" card if he has it. (In this game, the color of the card has no significance.) If not, he draws any card from his hand and puts it face down on the

table calling "one"—whether he plays a number one or not.

(3) The player at his left then draws a number 2 card, if he has it, from his hand, and places it in the center of the table, on top of the first card placed face down, calling—"two." The play thus continues, each player playing a card and calling the next consecutive number whether the card he plays bears that number or not.

(4) Whenever a player suspects that the card played is not the card of the number named, he may call *I doubt it*. The player whose play is doubted must then show the card he played. If it is the number that he called, the player who called *I doubt it* is obliged to take all the cards that have been played to the center of the table, but if the player whose play was doubted did *not* play the number that he calls, he is obliged to take all the cards in the center of the table.

After 14 has been called begin calling 1, 2, 3, etc., over again.

The object of each player is to run out of cards. He who first does so, is given one point for every card left in the hands of his opponents. A player may call *I doubt it* when he thinks that an opponent is playing a false card, (i.e., a card which is not the number that is called) for the player who plays a false card and is thus "Doubted" has his hands filled up again immediately with a number of cards which he is obliged to pick up from the table.

The game continues in this way until one of the players runs out of cards. The first player running out of cards wins the game.

Donkey

In this game 4 cards of any one number are needed for each player. The cards are shuffled and dealt, each person receiving 4 cards. The object of the game is to obtain 4 of one number e.g., 4 fives, 4 sevens or 4 tens. As soon as the cards are sorted in a player's hand, each player takes a card from his hand and passes it face down along the table to the player at his left. All do this at once. The players continue drawing and passing cards in this way until one player succeeds in getting 4 cards of the one number.

Whoever succeeds in doing so puts his cards upon the table and puts his fore-finger to his nose. As soon as the other players observe that one player has his finger to his nose, they quietly lay down their cards and do the same.

The player who *last* puts his finger to his nose is a "third of a donkey."

When a person is a *whole* Donkey he is eliminated from the game.

For each person eliminated, a set of cards is withdrawn from the pack.

The game continues as before. The Donkeys now ostracized try to engage the players in conversation. Any person answering a donkey, likewise becomes a "third of a donkey."

The rule which prohibits players from replying to questions asked by the Donkeys increases the merriment of the game.

Golden "10"

(A Popular Game for from 3 to 7. When four play, play Partners)

Deal the entire pack, one card at a time to each player. If there are any cards left over, beyond what will divide evenly, they are placed in the center of the table face down, and are taken by the player who takes the first trick.

The object of the game FLIP is to avoid capturing red cards. Each red card taken by any player counts One point against him, with the exception of the "red 10," which counts ten points, and "red 5," which counts five points against him.

The "Golden Ten" (10 yellow), however, is a desirable capture, as it reduces by 10 points any "red" score against the player capturing it.

If a player has ten or fewer red points against him, capture of "Golden Ten" simply erases his adverse score.

To start the game. After the cards are dealt, each player arranges his cards, putting all the cards of the same color together for convenience.

The player at the left of the dealer then plays any card he desires, in the middle of the table, the other players following in turn, in all cases playing a card of the same color as the card led, if possible. When a player has no card of the color led, he may play any card he chooses, and usually plays a red card, so as to get the red card out of his hand. The play passes to the left, each person playing one card. The highest card of the color led takes the cards thus played. This is called a *trick*.

Whoever takes a trick leads any card he chooses to start the next trick. Continue until all the cards are played, when the players examine the tricks which they have captured and count any red cards contained in same, each red card counting one point against, except "Red 10" and "Red 5," which count 10, and 5 points against.

The "Golden Ten" reduces the "against" score of player capturing it as previously explained.

The game continues until six deals have been played. Whoever at the end of these has the smallest count against him wins the game.

Match

Deal one card at a time to each player, until all the cards have been dealt, even though some of the players obtain one more card than the others.

Players do not look at the cards that are dealt them, but place them, face down, on the table. (These are called the player's "hand.")

The player at the left of the dealer then starts the game by playing a card in the center of the table from the top of his hand, without examining the card before playing. The next player at his left plays from the top of his hand, the play continuing around the table, until someone plays a card which is of the same number as the card which was first laid down. Whoever thus duplicates the first card takes all the cards played, and puts them under his own cards. The player at his left then starts a new playing pile, playing the top card from his hand, this pile being captured in the same manner, by the first player who duplicates the starting card. When a player runs out of cards, he is out of the game. When all but two players are out of the game, five piles more are played, when the game ends, and the player having the most cards wins the game.

The following is a typical plan for a progressive games party. As the guests arrive, distribute cards which indicate the table at which each guest

(Continued on page 694)



Courtesy Louisville, Kentucky, Park Department

"EVERY one to his taste" is the slogan of the game room of the present day community center with its amazing variety of table games, some of them unknown a few years ago, many of them ages old. The care of these games and their economical purchase and use present real problems particularly in large centers where many games of various types are required.

Home-Made "Go Bang" Men

The use of home-made counters or "go bang" men, as they are called in the Milwaukee, Wisconsin, centers as a substitute for counters or "men" in games where the original pieces are lost or broken, is one practical suggestion. These may be—

- (a) Buttons of different color or shapes. (Buttons of the same color can be differentiated by sewing different color thread through the holes.)
- (b) Button molds painted or colored with crayon
- (c) Spools painted or colored with crayon
- (d) Bottle tops painted
- (e) Navy beans and coffee beans
- (f) Stones of different sizes
- (g) Stones and pieces of wood
- (h) Pieces of paper. (In emergency, pieces of paper can be made to serve. Differences may be indicated by plain white pieces, printed pieces, colored pieces from the "funnies." Further differences can be shown by a plain flat bit and a piece wadded into a ball.)

Indicators

Indicators or "Spinners" for games requiring such devices to tell how many moves a player

Table Games in Community Centers

Incomplete indeed is the community center lacking many varied table games!

may have, are made inexpensively as follows:

Cut a piece of cardboard 4 inches square. Cut a cardboard circle $3\frac{1}{2}$ inches in diameter. Divide the circle into four equal sections. Mark one section "1," another "2," another "3," the other "4."

Cut an arrow or indicator about $\frac{1}{4}$ inch wide and about $2\frac{1}{2}$ inches long.

Paste the circle on the square. Then place the arrow on the circle so that its point will extend a bit beyond the edge of the circle to allow for snapping.

Connect the two with a tack, a strong pin or a shank of wire that has been rounded at the ends. Be sure to turn over the point of the tack or pin to avoid pricking. The connections should be loose to allow the arrow to spin easily.

The indicator can be made very attractive by painting the square some dark color, each section of the circle some other color, and separating the sections by black lines. The arrow should be painted black.

Other Aids

A table game inventory guide giving a list and description of all game parts is a practical aid in keeping track of game supplies where large numbers of games are involved. In Milwaukee broken or missing parts may be requisitioned from the central office, and in ordering missing parts must be described definitely as to value, color, and design.

A Few Popular Games

Addition and Subtraction
 All Aboard
 American Boy Game
 Anagrams
 Arithmetic Game
 Atta Boy
 Authors
 Authors-Up-To-Date
 Baby's Bottle*
 Backgammon
 Barber Pole
 Baseball and Checkers (board)
 Baseball Cards (Parker)
 Bean Bag Board
 Bean Bags
 Block
 Boy Scouts—Board
 Boy Scouts—Cards
 Bradley's Mosaic Designer
 Bunco
 Button-Button
 Camelot
 Carroms
 Chess
 Chivalry
 Chop Sticks
 Colored Cubes
 Color Triangle
 Cones and Corn
 Cortella
 Cottontail and Peter
 Dominoes—doubles—six
 Dominoes—doubles—nine
 Flinch
 Fortune Teller (Gypsy)*
 Fortune Teller (Disc)*
 Fractions
 Funny Conversation Cards

Game of Stars
 Geography Card Game
 Gypsy Fortune Teller Board*
 Gypsy Fortune Teller Wheel*
 Goat
 Halma
 Health Castle
 Heart Dice
 Hidden Titles
 Hop Scotch
 Jack Straw*
 Jack and Jill
 Knots and Why
 Kolor Box
 Komical Konversation Kards
 Laurretta Boards
 Logomachy

Lotto Cards
 Lotto Numbers
 Lotto Glasses
 Lucky Thirteen
 Maps—Cut Up
 Messenger Boy and Checkers

A Few Popular Games

Mill
 Mrs. Casey
 Multiplication and Division
 Muslin Wall Games*
 Donkey
 Hallowe'en
 North Pole
 Peter Rabbit
 Put Hat on
 Uncle Wiggly
 Valentine
 Washington Party
 My Mother Sent Me
 Old Maid
 Parchesi
 Parlor Baseball Boards
 Peg Boards
 Peg Rings

Pegity
 Picture
 Puzzles
 Picture Reading
 Pit
 Plaze

Popintaw*
 Popin Ball
 Precaution
 Prismatic Blocks
 Putt*
 Pocket Ball
 Puzzle Peg
 Puzzles
 Quoits
 Rainbow Tops
 Ring-o-Let (Ring Toss)
 Ring Tennis
 Ring the Pin
 Rook
 Round Up
 Rummy
 Scouting
 Scouts and Indians
 Sir Hinkle
 Sky Roll
 Snap
 Spinning Egg
 Spoof
 Spoon and Egg
 Steeple Chase and Checkers
 Tenn-O-Set
 Three Guardsmen
 Tiddledy Winks
 Tire-Off
 Touring
 Toy Blocks
 Tumble-In
 Twentyfive
 Twirley Gig
 Useful
 Knowledge
 Venetian
 Fortune Tellers*
 Who
 Wizard Fortune
 Telling Cards
 Yes or No

At the social centers maintained by the Extension Department, Milwaukee, Wisconsin, Public Schools, table games are an important part of the program. We are indebted to Miss Dorothy C. Enderis, assistant superintendent in charge of the Extension Department, for the list of table games and for the suggestions offered.

*These games, including the *Muslin Wall Games* listed are of the *Pin-the-Tail-on-the-Donkey* type and are kept on hand for use at club parties and not for game room purposes.

Note: Games of the types suggested and many others may be secured from such companies as Parker Brothers, Inc., Salem, Mass.; Milton Bradley Company, Springfield, Mass.; Hobbs Game and Specialty Company, 4733 North Clark Street, Chicago, Illinois.

Games and Contests

	Fall	Winter
I. TEAM GAMES	SOCCER & VOLLEY BALL TYPE	BASKET BALL TYPE
A. For boys in Grammar School Ages 9-12. MIDGETS	Touch Football (4) Volley Ball (8) Newcomb (1) Soccer (modified) (2) Playground Baseball (9) Kick Ball (10) Bound Volley Ball (2) Curtain Ball (1) Corner Ball (2) Volley Quoits (2)	Newcomb (1) Indoor Baseball (8) Basket Ball (8) Nine Court Ball (8) End Ball (11) Captain Ball (2) Keep Away (10)
B. For boys in Junior High School Ages 12-14. JUNIORS	Touch Football (4) Speed Ball (8) Soccer Field Hockey (8) Catch and Kick Kick Pin Ball Volley Ball (8)	Basket Ball (6) Ice Hockey (8) Indoor Baseball (8) Soccer (8) End Ball (1) Volley Ball (8)
C. For boys in Senior High School Ages 14-17. INTERMEDIATES	Touch Football (4) Speed Ball (8) Soccer (8) Catch and Kick Field Hockey (8) Volley Ball (8)	Basket Ball (6) Ice Hockey (8) Indoor Baseball (8) Lacrosse (8) Volley Ball (8)
D. For Men Ages 17-25. SENIORS	Touch Football (4) Speed Ball (8) Soccer (8) Volley Ball (8) Field Hockey (8)	Basket Ball (6) Ice Hockey (8) Indoor Baseball (8) Lacrosse (8) Volley Ball (8)
E. For Men Ages 25- BUSINESS MEN	Volley Ball (8)	Indoor Baseball (8) Volley Ball (8)
II. INDIVIDUAL ACTIVITIES	Fall	Winter
A. For MIDGETS JUNIORS and INTERMEDIATES	Badge Tests (4) Croquet (5) Track and Field Events Tennis—Paddle and Ring (4)	Badminton (8) Horseshoes (8) Bicycle Races (8) Roller Skating Bowling (7) Box Hockey Ice Skating Swimming (6) Handball (8) Boxing (8) Tumbling Tobogganing Table games
B. For INTERMEDIATES SENIORS and BUSINESS MEN	Golf (6) Tennis (8) Horseshoes (8) Archery (8) Tether Ball (5) Shooting Hunting	Wrestling Boxing Paddle Tennis (4) Riding Rowing Ping Pong (8) Bowling (7) Handball (8) Tumbling Boxing and Wrestling (8) Ice Skating Skiing Swimming (6)

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Forbush & Allen.
John C. Winston Co., Philadelphia..... \$2.00
- Games, Contests and Relays—Staley.
A. S. Barnes & Co..... \$3.00
- Games for the Home, School and Gymnasium—Bancroft.
Macmillan Co., 60 Fifth Avenue, New York City.. \$2.40
- National Recreation Association.
N. R. A. Free
- Lawn and Field Games—Spalding No. 43 R '25.
American Sports Publishing Co., 45 Rose Street,
New York City..... \$.25

For Boys and Men

Spring	Summer
BASEBALL & TRACK TYPE	BASEBALL & VOLLEY BALL TYPE
Playground Baseball (9)	Playground Baseball (9)
Bat Ball (10)	Baseball (8)
Soccer Baseball	Newcomb (1)
Hit Pin Baseball (8)	Ground Ball
Relays (2)	Volley Ball (8)
Bombardment (3)	Dodge Ball (1)
	Schlag Ball
	Keep Away (10)
	Shinney (1)
Baseball (8)	Baseball (8)
Playground Baseball (9)	Playground Baseball (9)
Hit Pin Baseball (8)	Volley Ball (8)
Relays (2)	Long Ball (8)
	Kick Ball (10)
Playground Baseball (9)	Baseball (6)
Baseball (6)	Playground Baseball (9)
	Volley Ball (8)
Playground Baseball (9)	Baseball (6)
Baseball (6)	Playground Baseball (9)
	Volley Ball (8)
Playground Baseball (9)	Playground Baseball (9)
	Volley Ball (8)

Spring and Summer

Badge Tests (4)	Roller Skating
Marbles (8)	Tumbling
Tops	Track and Field (8)
Horseshoes (8)	Camping
Swimming (6)	Hiking
Tennis—Paddle and Ring (4)	
Track and Field Events (6)	Swimming (6)
Golf (6)	Archery (8)
Horseshoes (8)	Fishing
Shuffleboard (4)	Hiking
Tennis (8)	Camping

6. Spalding Red Cover Series..... \$.25
7. How to Bowl.
Spalding 49 R..... \$.25
8. The Practice of Organizing Play—Bowen & Mitchell.
A. S. Barnes & Co..... \$2.00

9. Playing Baseball.
Spalding No. 12 R..... \$.25
10. Physical Education For Elementary Schools—Neilson
and Van Hagen.
A. S. Barnes & Company..... \$2.00



Ready to go as soon as that milk wagon moves on.

ON the streets of New York the most popular games are those in which a ball of some kind is used and such games as stick ball or baseball, handball, punch ball, basketball, football, street checkers and Hop Scotch, are the most attractive to the majority of boys and girls. The children have made their own rules to meet the conditions of the locality in which they live. They do not, for example, play the regular baseball type of game but use a rubber ball of two or three inches in diameter and strike it with the hand or stick, instead of the bat. Bases are marked out and the rules of regular baseball played. In one section of the city boys have been seen using a large volley ball and indoor baseball bat. An interesting rule observed in a street baseball game of a certain variety was that if, after a ball has been hit by a batter, an automobile enters the street making it impossible or dangerous for a ball to be fielded, the play is dead and the batter must return and hit again.

It is obvious that football can not be played on the sidewalk so the boys substitute touch football. During the basketball season one may walk down almost any street in the city where there are large numbers of boys and see an old barrel hoop or a tomato basket attached to the side of a building and serving as a basketball goal.

Directions for playing a few popular street games follow:

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Street Games— Adaptions of Necessity

Many city children lacking space for standard ball games, are forced to adapt games to existing conditions.

Kick the Wicket

Kick the Wicket is one of the most popular of all street games, depending as it does on curbs and ready hiding places.

The wicket is a small piece of wood about four inches long, placed so as to form a triangle with the curb and the street. "It" hits the wicket with a stick about two feet long and calls the number of one of the players. All the others, including "it," run and hide. The player whose number was called now becomes "it." He hunts for the wicket, returns it to the goal, and starts in search of the players. While he is searching for the players any one may steal in unobserved and kick the wicket. If he succeeds in doing so, "it" must replace the wicket before he can renew the search. If "it" observes one of the players before he succeeds in kicking the wicket or if he locates any one's hiding place, "it" calls that person's name, whereupon that player takes "it's" place. The game starts from the beginning whenever a new player becomes "it."

Prisoner's Base

An old time favorite that never wanes in popularity is *Prisoner's Base*. The game is usually

unchanged except for the fact that "curbs" instead of bases serve as prisons and "safeties."

Two Captains are chosen to select players alternately until all are disposed into two sides of equal numbers. The space between the curbs is neutral territory. The objects of the game are to enter the opponent's goal or to make prisoners of all his men. The entrance of one player within the enemy's home goal means victory for his side. As one player advances for this purpose or "gives a dare," the opponents send out a player to "cover" their first man. He is at liberty to tag either of the other two players. In this way, any or all of the players may be out at one time, though it is unwise to leave the goal unguarded. Whenever a player returns to his home goal, which he may do at any time, the man sent out to cover him must return also, and of course, the man who went out to cover the second, etc. The issuing forth of players or their return to the home goal, is subject at all times to the direction of the Captain, although much independence of judgment should be exercised by the various players. The Captain may designate two players to guard the home goal and to guard the prisoners whenever he chooses.

Any player taken is placed in the opponents' prison (prisoner's base) where he must remain until rescued by one of his own side. The prisoners may reach as far out of the prison as possible, so long as one foot is within it. When there are several prisoners they may take hold of hands or otherwise touch each other, and reach forward as far as possible, to be tagged by a rescuer, so long as one of them (the last caught) keeps one foot within the prison goal. In such a line the first one caught should be farthest from the prison, the next one caught holding his hand, and so on in order of capture. A guard should always be on hand to intercept any attempts at rescue. A prisoner and his rescuer may not be taken while returning home, but the rescuer may be taken before he touches the prison. One rescuer may free only one prisoner at a time. Whenever a player is caught all of the others (except prisoners) return to their home goal and a fresh start is made in the game.

Hat Ball

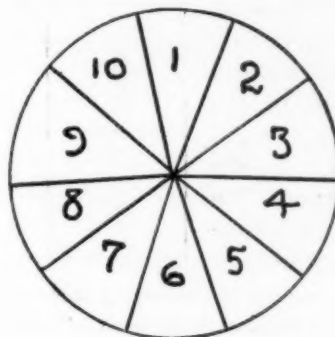
A game showing inventiveness and ingenuity is *Hat Ball* — a variation of *Spud*. Caps

are placed in a row on the side of a stoop or porch. The players stand in a line about 10 feet from the porch with their backs to it. "It" places a ball in one of the caps and calls "ready." The players run to the porch to see in whose cap the ball was placed. All except the one who finds the ball in his cap scatter in all directions. He secures the ball as quickly as possible and calls "halt," and tries to hit one of the players. He may not run to do this, but must stand where he secured the ball. If he misses, he searches for the ball, stands where he gets it, and tries again. The others run away from him as before. If a player is hit, that one immediately secures the ball, becomes "it," and starts the game from the beginning.

Whenever a player misses hitting another with the ball it is called "spud" and counts one against him. When any player has three spuds against him, he stands 20 feet away from the other players with his back to them and allows each player a shot at him with the ball.

Tip Tap Toe

The following diagram is drawn on the sidewalk:



The players take turns in rotation. The first player, with eyes closed, takes a stick and circles it around the diagram while she says the following verse:

Tip Tap Toe, here we go
Three jolly sailor boys
All in a row.

The Past, Present, and Future of public recreation will be discussed in the May RECREATION. It is the silver anniversary number. The National Recreation Association was founded in Washington, D. C., in April, 1906.

At the close of the verse, the player places the end of the stick on the diagram, and then opens her eyes. Should the stick touch one of the numbered spaces, she marks her initials in this space, after which that space does not count in playing. Should the stick touch a dividing line, the

line forming the circle, or fall outside the circle, the play does not count. Players may not write their initials in any space in which some other initial has already been written. The player wins whose initials are in the greatest number of spaces.

In some cities this game is also played by singing the nursery rhyme:

Hickory, dickory, dock
The mouse ran up the clock
The clock struck one
And down he run
Hickory, dickory, dock.

In this variation the face of a clock is drawn, and spaces are numbered from 1 to 12.

Pavement Ball

Pavement Ball, a combination of Hop Scotch and O'Leary, is one of the really popular pavement games for little girls. Blocks of the pavement are numbered, usually from 1 to 6 in the following order:

The ball is rolled into block 1 and then retrieved before it rolls out or touches any of the dividing lines. The player then bounces the ball once in each of the consecutively numbered blocks. If the player succeeds in bouncing the ball once in each block without stepping on any of the dividing lines or violating any of the rules, she proceeds to "twosy."

In "twosy" the ball is rolled into block 2. The player must run into this block and retrieve it just as she did in block 1. This time the ball is bounced twice in each of the remaining 5 blocks. The same rules and regulations apply.

The game proceeds in this manner until the ball has been rolled into each of the blocks in turn. In rolling the ball into a higher numbered block, a player must run through each of the preceding blocks before she may recover the ball. If she succeeds in doing so, she proceeds to the next set of exercises. For example, in playing block 6, the ball must be rolled into block 6 and retrieved only after the player runs through blocks 1-2-3-4-5-6.

Stampsey. The same set of exercises are performed in exactly the same progression, except that each time the ball is bounced the player

stamps her foot. In "onesy" the ball is bounced and the foot stamped once; in "eight-ies" the ball is bounced and the foot stamped eight times.

Clapsy. In Clapsy the same progression is used, but this time the player bounces the ball and claps her hands before the ball is caught. For example, in "onesy" the player bounces the ball once and claps her hands once before she catches the ball and proceeds to the next block. In "twosy" the player bounces the ball, claps her hand, bounces the ball again without catching it, and claps her hands once more and then catches the ball. At the end of this exercise the ball is caught and she moves on to block 3, where the exercise is repeated.

Any number of variations may be added. In a great many places the exercises suggested for O'Leary have been adapted.

Rules for playing O'Leary may be found in 88 *Successful Play Activities*.

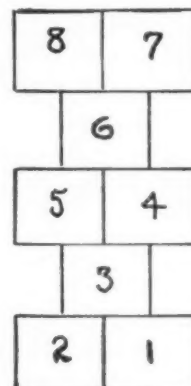
Potsy

Potsy is an adaptation of Hop Scotch, which now rivals its progenitor in popularity. The "potsy" is a piece of tin, a rock or a puck. The same progression rules as in Hop Scotch apply. The game differs only in a few details, such as the diagram, in the rule that no player may step into a block in which are inscribed the initials of another player, that the potsy is picked up instead of kicked and that after a player reaches the eighth block, she plays the game backwards from that block before the game is considered finished. The object of the game is to fill as many squares as possible with initials. Initials are inscribed in any block chosen after the successful completion of one exercise. The game is won by the player having his initials in the greatest number of spaces.

The Diagram

Rules

- I. (a) Throw the potsy into Square No. 1.
- (b) Hop to Square No. 1.
- (c) Take any number of hops in this square without touching any line with the hopping foot, either before throwing or after,



touching the potsy in the square only as it is picked up.

- (d) Finally hop out of square over and beyond baseline. Don't step out. If no error has been made, proceed.
- II. (a) Continue and throw potsy in Square No. 2.
- (b) Hop into Square No. 1, then into Square No. 2, pick up the potsy.
- (c) Finally retrace course outward by hopping to Square No. 1, then out beyond baseline. Continue if no errors have been made.
- III. (a) From starting point throw potsy into Square No. 3. From this position hop into Squares No. 1 and No. 2, landing with one foot in block 1, and the other in block 2.
- (b) Jump from both and land on one foot in Square No. 3, pick up potsy.
- (c) Return by leaping into Squares No. 1 and No. 2 with right foot in No. 2 and left foot in No. 1 at the same time. Then hop out.
- IV. (a) From a starting position toss the potsy into Square No. 4.
- (b) Advance as in stunt 3 to Square No. 3 and hop into Square No. 4.
- (c) Pick up potsy as before.
- (d) Hop into Square No. 3 and return as in stunt 3. If no errors have been made, continue.
- V. (a) From starting position toss potsy into Square No. 5.
- (b) Advance as in stunt 4 and hop from No. 4 into Square No. 5.
- (c) Retrieve potsy and return as before. If no errors are made, continue.
- VI. Rules for proceeding to Square No. 6 are the same as those which apply to Square No. 3. Blocks 4 and 5 are touched just as 1 and 2 are.
- VII. Rules for reaching 7 and 8 are the same as those for reaching 4 and 5 respectively.
- VIII. If exercise 8 is successfully completed, the player starts backwards by tossing the potsy into 7 and performing the exercises originally given. This rule applies for

retracing the game through the squares in the following order: 6, 5, 4, 3, 2, 1.

- IX. When a player has finished one game, she is allowed to put her name in any square. The block now belongs to her and she may come to rest in "it" by standing on both feet whenever she wants. This is the real advantage of the game and insures a strategic placement of initials. The other players may not enter this block. To play it, they must throw their potsy into it, as in the original rules. The potsy must be retrieved by picking it up while standing in the block of the next lowest number. For example: If there are initials in blocks 4

and 5, a player must throw the potsy in each of these blocks in turn, but may retrieve it only by proceeding in regular order to block 3, and by picking the potsy from 4 or 5 in turn while standing in block 3.

If she succeeds in doing so, the potsy is next thrown into block 6. To reach this block the player must jump from block 3 to block 6. In returning, the player again misses blocks 4 and 5

and jumps back to 3.



Marbles are a surer sign of spring than is the ground hog!

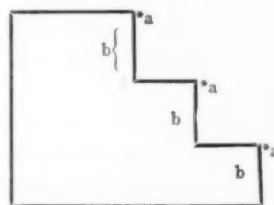
Stoop Target

When spring brings rubber bouncing balls from winter hiding places, there is revived a whole repertoire of ball games, some old, some new. All of them show adaptations which have been originated by children to fit their particular play environment. One of the most common of New York street games is *Stoop Target*, especially popular with girls.

The object of the game is to bounce a ball against a stoop or porch. Players stand behind a baseline, several feet from the porch and in rotation bounce their balls against it. Each player gets three chances in each round; three rounds constitute a game. Points are awarded in the following manner:

- 10 for hitting (a) the edge of each step.
- 5 for hitting (b) the rise between steps.

The player with the highest score at the end of three rounds wins the game.



Kick-the-Bar

A combination of baseball and football, known as *Kick-the-Bar*, is the invention of a group of Boston boys. The ball is, however, neither a baseball nor a football but a short piece of inner tube from a bicycle tire. There is no pitcher and neither are there bats nor clubs. The following rules govern the game:

1. The playing field shall be in a diamond shape with 50 feet between bases for "D" Class and 65 feet between bases for "C" Class.
2. A line drawn on a straight line between first and third bases shall be known as the "bunt line." A player who fails to kick beyond the bunt line shall be declared out.
3. The number of players on a team shall be seven, six of whom shall occupy positions behind the bunt line. The bar tender takes his position at home plate.
4. A bar is used instead of a baseball and is kicked from a stationary position rather than hit. Bar may be hollow rubber tubing not more than 1 foot in length and 2 inches in diameter. Standard equipment generally consists of a piece of bicycle tire.
5. The bases are not played, but the bar is returned to the bar tender whose duty it is to touch it to home plate if possible catching the players between bases. A player is out if he has not reached his objective base by the time the bar tender touches the bar to home plate and calls out the base toward which the runner is moving.
6. The length of the game shall be seven (7) innings.
7. A player may kick at the bar as many times as he wishes so long as his foot does not touch the bar. If his foot touches the bar he must kick it fair and beyond the bunt line; otherwise he shall be declared out.
8. A player who kicks a bar foul shall be declared out.
9. All other rules follow the general rule of baseball.

Sidewalk Tennis

The game, as the name implies, is played on a level court comprised of four cement blocks 3 feet square.

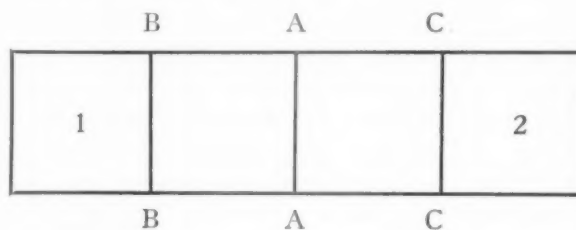
There are two players in each court, a server and a receiver who take the positions indicated by 1 and 2. A tennis ball, or any rubber ball which bounces well, is used. The object of the



Department of Recreation, Lynchburg, Va.

A critical point is reached in the tournament. One miss and she'll be out!

game is to serve the ball with the open hand over line A into the receiver's court. If the receiver fails to return the serve a point is given the side making the play successful.



A—Imaginary net line.

B—Base line.

BAC—Side line.

1 & 2—Position of server and receiver.

The server may put the ball into play from any position in his court as long as he does not step over the foul line designated by BB. With the palm of his hand the server serves the ball over line A to the receiver, who must allow a served ball to bounce before returning it. After the ball has been served it may be returned in any manner by either player. The server continues to "palm the ball" as long as he is scoring points. When he fails to serve the ball over line A into the receiver's court he loses his serve. The server may also lose his serve when he fails to make a good return.

Points are scored when a player fails to return the ball over the imaginary line or to place it inside the opponent's court. The court runs from line A to the base line C and B. Points may be scored only by the side that is serving. The number of points to a game is eleven except when the score is tied at ten all. In this event the server must win two points in succession to be considered the winner.

Chinese Checkers or "Scullie"

This game is played with checkers or bottle tops.

Court

Use one cement block for a court or if the game is played indoors, draw on the floor a square 3 by 3 feet.

Lay out within this court ten 4 inch squares—numbering them as is shown in the diagram. These squares or bases should be at least 3 inches from the court boundary.

In the center of the court draw a rectangle 8 by 12 inches connecting the corners with diagonal lines. This rectangle is the unlucky area known as "the pit." Adjoining it on either side are bases No. 9 and No. 10.

On one side of the court boundary is a check mark (X) which indicates the point at which the game is started.

Players

There may be from 2 to 6 players to a court. Each player should be equipped with a checker or bottle top for a shooter.

Players shoot in turn using the thumb and fore-

finger to make the shot. The order of turns may be determined by a draw.

Object of Game

To advance the checker by a series of shots through the ten bases of the court in proper sequence. The first player to complete the round and reach base No. 10 wins the game.

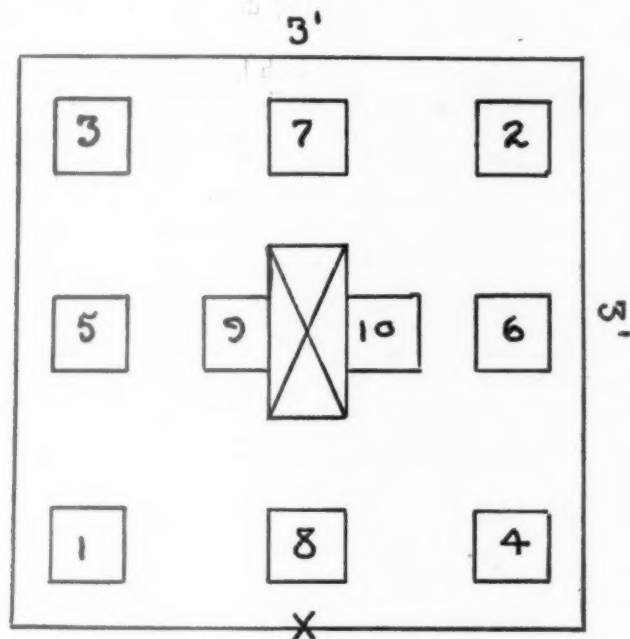
Playing Rules

1. A player continues shooting until there is a miss and then resumes playing next turn from the spot where the checker stops.



Department of Recreation, Reading, Pa.

It's an adventure—for you never know when the spill's coming!



The play is a miss—

- (a) If the checker fails to stop within or touching the proper base.
 - (b) If the checker is shot out of bounds.
 - (c) If the checker comes to rest touching a diagonal line of the pit.
2. A player must return his checker to the starting point and begin the game over next turn—
 - (a) If the checker is shot out of bounds in two consecutive turns.
 - (b) If the checker comes to rest within the open space of the pit or touching a pit boundary line.

Should the checker come to rest on the line separating base No. 9 or base No. 10 from the pit the player must start the game over as these dividing lines are dominated by the pit rather than by the bases.
 3. Players are allowed the following advantages:
 - (a) If in shooting a player strikes an opponent's checker, he may have an additional turn and also skip the next base for which he was due.

(Continued on page 694)

Selected Handcraft



Three stages of bracelet construction as explained in text by Mrs. Mary Storey.



Make their own kites and then use them in city tournaments.



Handcraft projects later become hobbies.

PINE needle craft was one of the most popular projects on the Houston, Texas, playgrounds last summer. Mothers, sons and daughters busily gathered pine needles and cones, and with the aid of bright colored raffia the needles were woven into most graceful baskets. The cones, cut and painted with a wire run through the center for stems, made beautiful zinnias. Hook rugs were second in popularity, and some beautiful and original designs were worked out with little cost, the frames being made from discarded pieces of wood picked up in the backyards. Friends of the playgrounds were glad to donate discarded silk hose and underwear. Gypsy dyes were used for dyeing the silks for the designs; the backgrounds were shaded and filled in the natural color hose. Burlap was used for the foundation.

The girls of the teen age were particularly interested in making bracelets of German silver, and many beautiful designs were created by them. For the bracelets, silver cut one inch wide and measuring 11-feet to a pound was used.

Mrs. Mary Storey, director of handcraft for women and girls of the Houston Recreation Department, sends the following directions for making the bracelets:

"On a strip of silver one inch by six inches, draw a design or monogram with pencil. It can first be drawn on paper and copied on silver with carbon paper. Paint design with black asphaltum varnish. All parts painted will stand out. Varnish must be black and not the brownish color produced when painted on lightly. There must be no air bubbles or chipped places.

"Paint first the design side. Let this dry for at least 24 hours. Next day paint the back and edges. Do this carefully so no "white" places will show. Where silver shows the acid will eat. If you have accidentally brushed varnish on a part of the bracelet that is to be eaten away, clean it or it will look scratched.

"When both sides of bracelet have dried for 24 hours, it is ready for the acid. Dilute one pint of nitric acid with one pint of water. Do this gradually and carefully as it will probably get quite hot. Use a quart preserving jar or pyrex dish. Do not let children touch it and be careful how you handle it yourself.

Some Projects Worth Trying in the Recreation Program

When acid is fresh, let bracelet stand about 20 minutes. Remove bracelet with pair of pliers that have been wrapped with cloth so they won't scratch. If the design seems deep enough you will get satisfactory results; if not return to the solution. When the design has penetrated into the metal enough, remove the varnish with turpentine or varnish remover.

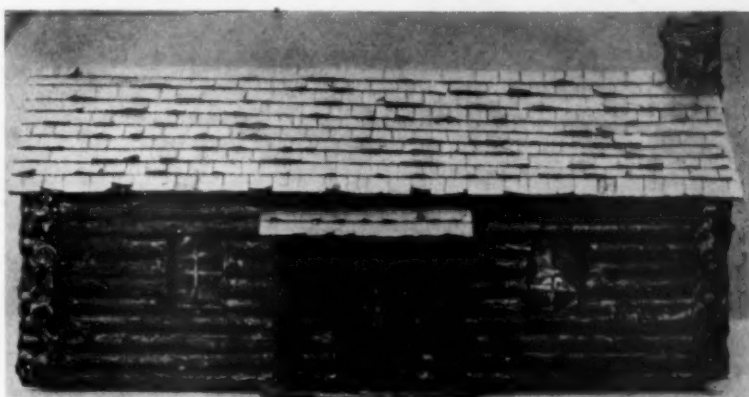
"Now clean off with steel wool. Cut off corners with metal shears No. 11. File edges carefully. Round bracelet over wooden mallet by bending with your fingers. Take handle of a hammer and gradually bend to fit the arm. Hammered design may be done by using a size A ball peen hammer placing the silver on wooden block and hammering lightly with ball end of hammer."

Handcraft in Macon

During the lazy afternoons of summer when the sun was beating unmercifully on the playfield and apparatus, the children of Macon, Georgia, gathered in the shade of big trees, under improvised sheds or on the sheltered side of the supply house and worked at handcraft. For the playgrounds were to have their first exhibit at the State Fair in the fall. Cones and needles of the long leaf pines of the south were used



Minneapolis boys make their pushmobiles for the annual Derby.



Above: Log Cabins made of soda straws are the vogue in Los Angeles play centers.

Below: Vote shows that rug-making is very popular.



extensively in making pin trays, sewing baskets, plaques and artificial flowers. A pine cone plaque made on a round bread board proudly hangs on the wall of the Mayor's office, a gift from the playground children who are so deeply indebted to him. A "nigger jigger" was discovered in one of the stores—and the children immediately copied him with an old crate and a jig-saw. Silhouette pictures were made from beaver-board and tacked on bases where they stood, quite lifelike. The bottle painting and shellacking craze swept through the ranks and many lowly bottles that had been destined for the rubbish heap adorned the Fair Exhibit. The children learned to make wall vases and flower baskets from cardboard, crepe paper and old-fashioned flour paste. One sewing club made a whole quilt and a number of other examples of needlecraft. These are just a few things that were done, for no new idea went unnoticed or untried by either the directors or the children.

A Soda Straw Handcraft Project

A new form of handcraft activity at the Los Angeles play centers is the building of miniature log cabin models. The materials required for such a log cabin are a sheet of 1/16" cardboard soda straws, plaque clay, celluloid, shellac and paints. Celluloid is used for windows, and the roof is made of shellacked cardboard with cross lines made by a razor blade to give the appearance of shingles. The plaque clay is used to fill in the ends of the open straws and to cover the chimney. It is also painted over the house to give the effect of mud between the logs (straws).

The Department of Playground and Recreation of Los Angeles has issued detailed directions for making the project and a blue print drawn to a scale of one-quarter of an inch to a foot. Matt Martin, general director of Watts Playground, is responsible for the project.

A Home Decorating Contest

A handcraft project conducted last summer on the Altoona, Pennsylvania, playgrounds was known as a *Home Decorating Contest*. Children entering this contest were permitted to work in groups of threes if they so desired. The project was to construct a room with furniture made from cardboard and to decorate it in an attractive manner. The project proved very popular and brought out much unsuspected talent among the children. The rooms were approximately 9" by 12" by 9" and the furniture of proportionate size. Among the cleverest ideas submitted were a

kitchen with a sink and refrigerator carved from Ivory soap and a sun porch with cardboard furniture covered with artstone to make it look rustic.

Handcraft Activities in Minneapolis

Two one-hour periods each week are set aside for arts and crafts on the playgrounds conducted by the Board of Park Commissioners of Minneapolis, Minnesota, and craftwork is also carried on in the clubs formed to take care of the interests of various age groups of girls. All of the work is done out-of-doors except on rainy days when the children work in the field houses.

From four to six weeks previous to the Pushmobile Derby, which is an outstanding event in the program, the boys are busy making pushmobiles. Each playground has a Pushmobile Club. Kite construction and flying are very popular. Last summer 3,000 boys and girls took part in this activity in which local contests and city-wide tournaments were arranged.

For six years scooter construction and contests have been annual events in Minneapolis. The scooter contests are conducted in the same way as the Pushmobile Derby, local contests being conducted first at each playground, winners from these local contests meeting at a central location to determine the city championship. To stimulate craftwork of the scooter type on the playgrounds, only scooters that are constructed on the playground or at home will be allowed in future contests. Motor boats and model sail boats also have a place on the summer program especially at the grounds which are located by lakes.

In handling the handcraft program the supervisor keeps in mind the scrap materials which are to be found in every home. Some of the things which have been made with such waste material are paper toys, oilcloth dolls and animals, paper belts, novelty toys, hot dish holders, glow glass pictures, vases making use of envelope linings, quilts, lamp shades, felt purses, crepe paper novelties, fans, berets and cushion covers.

Last summer coping saw work was introduced, the Recreation Department furnishing tool kits containing coping saws, hammers, nails, paints, brushes, turpentine and sand paper. The children brought from home fruit crates, cigar boxes and pieces of wood. In the woodwork classes such articles were made as bread boards, book-ends, doorsteps, sewing stands, toothbrush holders, coat hangers, plant boxes, animal toys, airplanes, doll

(Continued on page 695)

Eighteenth Recreation Congress Meets in Toronto



Courtesy Royal York Hotel

**The Royal York
Hotel, where Rec-
reation Congress
will meet in 1931.**

The Recreation leaders in the United States and Canada will hold a joint Congress in October, 1931

UPON the urgent request and invitation of recreation workers, social and civic organizations, and prominent citizens of Canada, and upon the recommendation of many recreation leaders in the United States, the National Recreation Association has decided to hold the 1931 Recreation Congress in Toronto, Canada, October 5-9, 1931.

In addition to the usual objectives of the Recreation Congress, the 1931 meeting is to be an occasion for bringing together laymen and public officials from all parts of Canada to discuss recrea-

tion and the use of leisure in all its phases.

The Royal York Hotel, pictured above, is the largest hotel in the British Empire and is said to be one of the finest, thus assuring facilities for meetings as well as satisfactory accommodations for delegates.

The Toronto gathering will be a notable one. It will be the first held outside the United States. It will be the first held in Canada. October in Canada is a delightful month. Reduced railroad fares will be granted. Make your plans now for the Toronto meeting.



Courtesy of Parker Brothers, Inc.

Camelot—

The Game of Knights

Camelot is a game of skill, like checkers and the immortal game of chess.

CAMELOT, a combination of checkers and chess, is a novel game recently invented by George S. Parker, Salem, Massachusetts. The name chosen for the game harks back to the Arthurian days when the Knights of the Round Table met in the legendary city of Camelot.

It conjures for us a picture of fortresses and battlefields, a most appropriate setting for this encounter between knights and armor-clad armies.

Like Armies on a Battlefield

Camelot presents the unique feature of personal encounter on the battlefield. The opposing forces meet like small medieval armies grouped near the center of the field, so close, in fact, they could "see the whites of each other's eyes."

The arrangement resembles the football formation more than any other game. The field or board of Camelot contains one hundred and sixty squares. Each square is about one inch in size, somewhat smaller than those on the regu-

lation checker board. The squares are alternately tinted in two colors. Four of them, as shown by the illustration (two at each end) are marked by stars and are known as fortresses or goals. The other one hundred and fifty-six squares are numbered in order. The numbering is merely for the purpose of recording plays or designating positions in the progress of the game. All of these squares are available for play, and the board is placed on the table so that the starred squares are directly in front of the two players who are to sit opposite each other. This board represents the battlefield on which the two armies are to meet and combat.

What is the relative importance of recreation in the galaxy of municipal services—education, sanitation, water supply, streets, sewerage? H. S. Bottenheim, distinguished editor of THE AMERICAN CITY, will give his viewpoint in the May, silver anniversary number of RECREATION.

Knights and Men

There are two types of pieces, knights and men, comprising a force of fourteen pieces for each of the two players, or twenty-eight in all. The men are of two different colors. One player's pieces are red and the other yellow. The knights are easily distinguished from the men, as the

former are somewhat larger with black tips.

The Start of the Game

To begin the game the players toss a coin to determine which one shall have the choice of seats and color of men, as well as the first move or play. The pieces are then arranged on the squares as indicated by small white circles. There is a small K within the circle to indicate the square on which the knight takes his stand. When the formation is completed the forces are in double ranks and a knight is stationed at the end of each line of men.

The accompanying illustration shows the correct formation before the contest begins. The yellow forces are now massed against the red awaiting orders to begin the attack.

The Object of the Game

The object of the game is for a player to succeed in driving two of his pieces away from him into the two starred squares at the farther end of the board, that is, into the squares which are directly in front of the opponent. These two pieces may be two knights, or two men, or a knight and a man. These starred squares represent the enemy's fortress or castle which are the goals the forces are striving to reach.

The Moves

There are four different types of moves and these are easily learned. They are: The plain move; the jump; the canter, and the Knight's charge.

The Plain Move. In the plain move, any piece, either knight or man, may be moved one square in any direction, forward or backward, side ways or diagonally to any adjacent unoccupied square of either color. In this respect the move differs from the familiar checker move, where a player must move to a square of the same color. In Camelot, however, the move resembles the King's move in chess.

The Jump. A player may jump his opponent's piece provided there is just beyond, an unoccupied square on which the piece can land. When an enemy's piece is jumped that piece is removed as in checkers. Again, like checkers, a player can jump any number of men in one turn or move and a player is compelled to jump if able to do so. Although in Camelot more than one opportunity often presents itself, in which event a player may jump whichever way he chooses. In Camelot, however, the player has even more freedom in jumping than the king in checkers, since he is per-

mitted to jump in any direction, sideways, forwards, backwards, or diagonally. He can also make as many jumps in one play as he is able to, and when jumping more than one piece in a move the direction of the jump may be varied after every leap.

It will now be clear why the squares on the board alternate in color. The two colors have a definite purpose—namely, to facilitate the movement of the men.

The Canter. Then there is the canter, or overpass, which is a leap over a friendly piece. Any piece, a knight or a man, may leap in any direction, forward, backward, sideways or diagonally, over any one of his own pieces which happens to occupy an adjacent square, provided there is an unoccupied square immediately beyond it in any direct line. A man may canter over a knight or a knight over a man. In the move, jump and canter a man and a knight have equal rights. In the canter the piece which is passed over is not removed. A player can canter over any number of friendly pieces in a single turn or move. A player is not compelled to canter, as he is compelled to jump, the canter being entirely optional. The object is to arrive at a desirable point which will threaten the enemy.

In cantering and jumping the alternating tints of the squares are of the greatest assistance to the player. It is impossible for a player to jump or canter from a square of one tint to a square of a different tint. It must always be from one color to the same color. The only utility of the two colors is to guide the player to jump and canter accurately. Carelessly landing on a wrong color never occurs except in a beginner's game.

Knight's Charge. There is but one distinction between the privileges of a knight and a man. A knight can make what is expressively called "A Knight's Charge," that is, he is permitted to canter and jump both in one move. He can canter over one of his own men, and if an enemy piece is on an adjacent square he can continue on jumping the enemy's piece and removing it from the board. He can continue, in the same play, jumping as many opposing pieces as he is able. A knight may canter before a jump and he can make as many canters as he needs before he jumps, he can jump as many pieces as he is able, but after he has finished his jump or jumps, he cannot continue to canter in that move. In other words, he can canter before a jump, but can never canter after a jump.

A knight is never compelled to make a charge

merely because he is able to do so, but when he has made a canter so that he is next to an enemy's piece he is obliged to continue and capture it, unless he can by a different route capture another piece. The knight's charge, both the canter and jump, can be made in any direction. Opportunities in planning for a knight's charge give a chance for brilliant play, perhaps unequalled in any modern game. The knight's charge might be called the "piece de resistance" of the game, for, as he comes snorting down through the ranks he lays waste and causes damage impossible to repair.

The two players take their turns alternately as in checkers or chess, and by means of the above-mentioned moves, the player who first succeeds in forcing two of his pieces (two knights or two men, or one of each) into the enemy's fortress, which is plainly designated by the two starred squares, wins the game.

At the beginning of a new game, the other player from the one who made the first move, has the opening play.

The players alternate in this way each taking his turn in opening, throughout the play.

When an enemy's piece is jumped that piece should be removed immediately even when the player is able to make a further jump. If this practice is not carefully followed, some confusion may arise over which piece was the one jumped.

A player is allowed a reasonable length of time to decide on his move, and when the finger has left the piece, that piece is considered played and cannot be taken back. It is often wise, at least for

the beginner, to move the piece to the square which he is considering and keep his finger on the top until he convinces himself his move is a wise one. Most chess players have formed this habit.

A player is not permitted to move into his own fortress or starred square. This would be a rather too obvious means of keeping away the enemy. A player can, however, if the occasion arises, jump an enemy piece, landing on his own starred square. He can do this even if he has made a Knight's charge to perform the feat. When this play occurs one is obliged to move away from the starred square on his very next play. This removing one's own piece from one's own goal takes precedence over all other plays, even an opportunity to jump an enemy's piece.

When a player has once moved into his enemy's starred square, he cannot move out again for any purpose, but he is permitted to move into the other starred square and back and forth as many times as he chooses. This is sometimes necessary to make an entrance for the second piece.

"Embattled lines of Camelot
Fearsome—but without fear,
Again the stubborn men-at-arms
The shattered way make clear
For Pellinore and Lancelot,
Tristram and Bedivere!"

Camelot may be played lightly, as a diverting pastime with slight mental effort, or it may be played seriously, planning a deep offensive campaign.

Broom Hockey

This interesting game, played in four five-minute quarters, may be played in a gymnasium—no out of bounds. There are goal posts three feet high and six feet apart at both ends. A line indicates the center of the playing field; foul lines are drawn ten feet in front of both goal posts.

Players. There are two teams each comprised of one center, two forwards, two guards and one goal tender.

Equipment. Each player is equipped with a broom 31 inches long which is used in striking an inflated five inch rubber ball.

Object.—The object of the game is to hit the ball with the broom between the opponents' goal posts.

Rules. Playing at the start of the game and after goals, begins with the ball in the exact center of the playing field between the opposing centers who strike for the ball at referee's whistle. After a goal is scored the ball is brought back to the center of the field as at the start of the game.

Score. Each goal shall count one point; each successful free trial for goals counts one point.

Fouls. Fouls consist of holding ball or opponent; unnecessary roughness; kicking; hitting ball with hands.

Penalty. Free try for goal. A player fouled against may place the ball ten feet in front of the goal and is allowed a free shot with only the goal tender opposing him.

Note: Detailed directions may be secured on request from the National Recreation Association.

RECREATION

The World at Play is published each month to keep you in touch with new developments everywhere. It is a cooperative undertaking. "Recreation" urges all its readers to send in items regarding recreational happenings in their communities.

World at Play

Eternal Youth!

A BULLETIN issued by the Department of Playground and Recreation tells of a youthful patron of the Department. "Ninety-seven years old and with his voice getting better every year, W. E. Miller of Los Angeles has hopes of becoming a famous singer before he gets too old! To show that his years sit lightly upon his shoulders, Mr. Miller recently prepared a dinner for two hundred of his friends at the Municipal Men's Club operated by the Department of Playground and Recreation. Not only did he do all of the work alone, starting at five o'clock in the morning in order to finish on time, but he also topped off the evening by singing a number of songs in the two ranges of his voice, tenor and soprano."

What Interests Neighborhood Folks?

THE Division of Recreation, Department of Parks and Public Property, Cleveland, Ohio, has found that the playground circus, festivals, sings and stunt programs made up of local talent, are especially attractive to neighborhood folks. In planning these programs more than a thousand adults have been listed as being especially helpful in giving service and money in assisting play leaders to organize events.

Play Areas for Durham

THE City of Durham, North Carolina, has received from John Sprunt Hill, local capitalist, a gift of three separate tracts of land for park and recreation purposes. The largest, Forest Hill Club, was leased and operated last summer by the City Recreation Commission. It contains a nine hole golf course, tennis courts, a club house and outdoor swimming

pool. There are 33 acres in the tract which is well suited for an athletic field and for baseball and football. The other two gifts include Hillside Park for negroes, a tract of 15 acres on which a swimming and wading pool has already been constructed, and a small plot of approximately half a city block adjacent to one of the negro schools.

Chief of Police Testifies

SPEAKING at the annual City League Basketball banquet conducted by the Recreation Division, Department of Public Welfare, Pontiac, Michigan, the chief of police gave the following reason for entering a police team in the League: "The policeman usually comes into contact only with the young man when the latter is doing something wrong. This gives the men a wrong impression of the police and the police a bad view towards the men. I would like to have my men become acquainted with more men in the city in a friendly, wholesome way as I believe it will create a better attitude toward the department."

Have You Thought of This?

SOME of the practical considerations involved in the care and upkeep of recreation areas even in smaller cities are pointed out in the annual report of the Board of Recreation Commissioners of East Orange, New Jersey, a city of 63,000. The five properties maintained by the Board, which represent an investment of nearly \$1,000,000, include 30 acres, 25 of which are in lawns which must be fertilized, rolled, mowed and hedged. There are 25 tennis courts which must be rebuilt each spring and raked, watered, rolled and marked daily. There are over two miles of steel and wire fence which have

to be painted every two years, and 12,000 shrubs which require pruning at the proper time, cultivation and fertilization. The year 1930 has seen the completion of Memorial Field designed especially for the use of the preschool child, and for adults. Eighty-nine shade trees of 12 varieties have been set out in Memorial Field and in addition, plantings including 3,500 shrubs of 96 varieties, 550 perennials of 82 varieties, 200 roses of 25 varieties, 432 tulips of 15 varieties, and 500 mixed crocuses.

Reading's Tom Thumb Golf Course.—The Department of Parks and Public Property of Reading, Pennsylvania, last summer constructed an attractive miniature golf course in City Park. The expenditure of approximately \$5,000 covered a golf club house, water system, lighting, fencing, material and the patent on the course. The Department of Public Recreation administered the course which was opened August 11th and closed October 24th. In this period 4,965 children played on the course and 20,155 adults. This number does not include Sunday participants who played free of charge. The admission charges were 10 cents for children until 3 P. M. and adults 20 cents. At the end of the season the Department of Public Recreation turned over to the Department of Parks and Public Property profits amounting to \$2,132.45.

Property Acquisitions in California.—Forty-one and a half acres of beach property near San Juan Capistrano have been given the State of California by Edward L. Doheny, oil magnate. The gift, valued at more than \$1,000,000 and consisting of 2,600 feet along the ocean front, has been accepted by the State Park Commission and will be developed into a new state park.

George Peck, real estate dealer of Los Angeles, California, has made another gift of twenty acres in the San Pedro district of the city to the Park Commission. This brings Mr. Peck's total gift to the city for park purposes to sixty-eight acres.

The Los Angeles, California, County Board of Supervisors has authorized the leasing of Royal Palms acreage at White's Points for recreational use. The area offers 3,800 feet of beach frontage and contains a golf course, a beautiful clubhouse, bridle paths, and other features. Under the proposed lease the County will pay \$60,000 annually for the first eight years on a 40-year lease.

Additional Facilities in Pasadena.—During the past year the Rose Bowl at Pasadena, California, has been completed bringing the seating capacity from 70,017 to 86,000. Plans have been completed for additional sports fields and a new children's play area in Brookside Park. Another additional development has been the building of a beautiful Music Shell and outdoor theatre in Memorial Park.

Creative Dancing.—The creative dancing class added to the list of recreation activities conducted and sponsored by the Westchester County Recreation Commission, is meeting with marked success. Business women, teachers of art, dramatics, physical education and similar subjects, housewives and women active in little theatre work, were among the early registrants for the course. An opportunity to participate in the chorus for the opera *Orpheus*, which is to be a feature of the spring music festival, will be afforded members of the dancing class.

Municipal Golf.—The report recently issued by the Department of Parks and Boulevards of Detroit, Michigan, shows that more than half a million rounds of golf were played during 1930 over the five city owned courses. This is an increase of more than 100,000 over the previous year. The financial records show a profit to the city above the maintenance of the courses.

The Charlotte, North Carolina, Park and Recreation Commission reports that the second nine hole golf course being provided by the city has practically been completed. This gives the community eighteen holes of very fine golf with beautiful grass greens and good fairways. The golf course is built on donated land and will become a beautiful park to serve future generations.

The Department of Recreation, Lansing, Michigan, is offering a course of instruction in the fundamentals of golf. The course consists of ten lessons, two each week, for which a charge of \$5 is made. Classes are limited to ten individuals.

To Develop Waterfront Areas.—On December 12th a meeting was held in Washington, D. C., of representatives of different national groups interested in the public use of waterfront areas to consider practical ways and means of making these areas more fully available to the public for recreational uses.

Attendance at Swimming Pools Increases.

—The three municipal swimming pools of Lynchburg, Virginia, in 1930 had an increase in attendance of 27,666 or 77 per cent.

Miniature Aircraft Events.—The Westchester Miniature Aircraft League held its second annual meet on February 14th with the following events: 1. glider; 2. fuselage model; 3. R.O.G. (rise off ground); 4. R.O.W (rise off water); 5. tractor or pusher (hand launched); 6. novelty craft. Only members of clubs affiliated with the League were allowed to compete. A club was not permitted to have more than three entries in any event and a contestant could represent but one club. Classes of competition included juniors who had not reached their sixteenth birthday and seniors sixteen years or older.

Boys of the Elmira, New York, Aviation Department are taking a tractor type of plane and having it pull an R.O.G. through the air. The maximum time for this novel stunt has thus far been sixty seconds.

A Drama Institute in Detroit.—The Department of Recreation of Detroit, Michigan, is conducting a weekly course in drama from January 28th to April 1st inclusive. Each individual enrolled will take an active part in this course. Two plays and one pageant will be produced, giving every one enrolled the opportunity of taking part as actor or serving as assistant director. In this way each participant will be able to take a workable project back to his group. One-half hour of each session will be devoted to reviews of plays, movies and current dramatic productions. Magazines, books and helpful sources of information will also be reviewed. One hour will be used to rehearse the plays and pageants and the remainder of the period will be devoted to technique.

Pasadena's Workshop.—The workshop of the Pasadena, California, Department of Recreation in November held its third annual open house and entertained its guests with a program of music, drama, social games and dancing. The workshop is maintained by the Department of Recreation and the Board of Education primarily to furnish costumes and properties for plays rehearsed and given after school hours by playground dramatic clubs organized by nine of the schools. These schools, which share with the

Department of Recreation money received from admission fees for the plays, have free use of the costumes. Other groups and individuals may secure the costumes by paying a rental fee ranging from 75 cents for a clown suit to \$3.00 for a princess costume, according to the materials, workmanship and the number of parts. For any costume a deposit of at least \$2.00 is required which is returned upon the return of the costume in satisfactory condition. The regular staff employed by the Department of Recreation cuts and prepares materials for the mothers of the dramatic club members who meet weekly to make the costumes and accessories. The money received from the renting of the costumes and the sale of tickets is used to purchase materials. In addition to conducting the workshop, the music, drama and art committee of the Department of Recreation furnishes lists of plays, gives advice on costuming and make-up, construction of properties and scenery and stage plans, and stands ready on special occasions to repeat any of the programs for civic organizations.

Players' Groups in Russia.—S. A. Mathiasen of the Pocono Teachers College, reports that there are 30,000 players' groups routing about in Russia to give dramatic performances to workers and peasants. The groups which Mr. Mathiasen saw had about eight individuals in them.

An Americanization Costume Social.—On February 7th the Americanization classes of the Siefert social center, maintained by the Extension Department of the Milwaukee, Wisconsin, Public Schools, held their fourth annual Americanization Costume Festival. The program included stunts, dances and songs by the Bavarian Mountaineers, the Milwaukee Hungarian A.C. Dance Group, the Swedish and Croatian Folk Dance Groups, and musical selections by the Blue Danube orchestra. A colorful feature was the grand march in costume with beautiful costumes representing more than twenty lands. Old time music was played by various nationality groups.

Second Season of Westchester's Summer School of the Theatre.—The Westchester County, New York, Recreation Commission announces it will conduct next summer, as it did last, a summer school of the theatre under the leadership of Albert R. Lovejoy of Harvard University, with full time day courses in play

production, dramatic interpretation, scenic design and construction, stage lighting, dancing, fencing, diction and makeup, and with evening courses in several of the subjects as well. The school this year adds several new courses to its curriculum. The faculty will include a number of new instructors, and five professional actors will work with the students in preparing for the plays, the production of which will constitute an active part of the class program in all departments of the school.

First Annual Mexican Fiesta.—The Echo Playground Community House at Los Angeles, California, was the scene on January 10th of the first annual Mexican Fiesta sponsored by the Mexican Social and Athletic Clubs, affiliated with the Department of Playground and Recreation. The purpose of this fiesta was to promote international good-will by providing an opportunity for the Mexican clubs to interpret Mexican customs and culture to their American neighbors.

Nationality Group Programs.—The presentation of a series of programs depicting through music and drama the customs, habits and life history of various nationality groups, was one of the most successful features of the recreation program conducted last summer by The Union County, New Jersey, Park Commission. Although very little publicity was given the programs, which were held during June and July, each of them drew a crowd of between 6,000 and 7,000 people to the Warinanco Park Stadium. A complete amplification unit aided very materially in making these programs the success they were, as it was possible through it to transmit perfectly the instrumental and solo numbers. The program of the first presentation, which was given by the combined German organizations of Elizabeth, consisted of mass chorus numbers, fencing, tap dancing, corrective gymnastic exercises, dancing and work on parallel bars. This part of the program was preceded by a band concert. The second program, given by the Italian groups, took the form of a peasant wedding party. The participants were in native costume and the many instrumental and vocal numbers and dances were enthusiastically received by the audience. It is planned to present a series of six programs next year and it is hoped that all of the nationality groups will have a part in them.

Art Activities in Westchester County.—Exhibitions of the work of local artists is one of the features of the program of the Westchester County, New York, Workshop. Following the successful exhibit of children's art in the newly created gallery at the County Center has come the exhibit of the paintings of Mr. Pousette-Dart, an artist living in the county. It is planned to intersperse the displays of the art of guest exhibitors with that of local artists and amateurs enrolled in the several art classes conducted under the auspices of the Workshop. In this way the work of accomplished artists and craftsmen may serve as an incentive to the groups studying at the County Center and will develop the latent possibilities of the arts and crafts as leisure time activities.

A new class organized by the Westchester County Workshop offers instruction in decorative design and advertising art. It is planned that the new design class will work in conjunction with the bookbinding class and design a complete book set. This will include designs for covers, jacket and end-paper, book plates, title page and initial letters. Designs for decorative wall panels and screens, lettering, layout and work for booklets, folders and other types of advertising will also be included in the program. The course will extend over a period of fifteen weeks with weekly sessions.

Art and the Business Man.—The existence in Boston, Massachusetts, of the Business Men's Art Club is sufficient refutation, according to the *New York Sun* of January 5th, of the opinion that a life of business smothers the love of the beautiful and affords no fertile ground for artistic talent. The members of the Boston club, founded by Charles M. Cox who recently opened an exhibit of his own paintings in New York, are engineers, merchants, lawyers, advertising men and stock brokers. With the enthusiasm of amateurs painting for the love of it, they carry away impressions of scenery or human character from summer holidays in the country or week-ends in town. Similar clubs of etchers, painters and sculptors, who earn their bread in the professions or in commerce, at the bar or in industries, may be found in at least half a dozen other American cities today. It is not wholly an American idea, this nurturing of art talent among business men. In London not long ago an art society of stock brokers held its twenty-fifth exhibition of paintings and drawings.

Archery Indoors.—The basement of Westchester County, New York, new community center has been equipped for archery practice. This will provide opportunity for the 120 archery enthusiasts who were registered in last summer's classes to enjoy practice during the winter months.

How Cranford Divided Its Budget.—At the end of its second year of service, the Cranford, New Jersey, Playground and Recreation Commission reported that its budget of \$7,000 for 1930 had been expended as follows: 23 per cent for administration; 30 per cent for playgrounds; 4 per cent for boys' camp; 9 per cent for apparatus; 8 per cent for service; 8 per cent for special activities; 8 per cent for women's activities, and 10 per cent for men's activities.

A Friendship Treasure Chest.—Youthful patrons of the Brooklyn Children's Museum are working on friendship boxes to go to the children of the Philippine Islands. When complete the friendship chest will contain minerals, mounted birds and butterflies, museum publications and games—a good-will gift to children of other lands.

Juvenile Delinquency Decreases in Elmira.—The activities of the City Recreation Commission of Elmira, New York, have been one of the factors contributing to the decrease of 50 per cent in juvenile delinquency in the past five years, according to Judge Bertram L. Newman of the Children's Court.

City Planning for Recreation.—The Regional Plan News for December, 1930, describes a major proposal of the Regional Plan of New York for a model industrial city rising on the Hackensack Meadows of New Jersey. The proposal covers a total area of 30,650 acres. Of this area, 21,700 acres, or 70.8 per cent, are set aside for residential use. 3,990 acres, 13 per cent, are allotted to new industries. For parks and other recreational areas, 4,410 acres, 14.4 per cent, are set aside from 550 acres, 1.8 per cent, are allotted to business uses. It is interesting to note that the amount of land set aside for parks and recreation is approximately the same as for industry and business.

Roller Skating in Jacksonville.—Once more the Playground and Recreation Department of Jacksonville, Florida, has made it possible for

all the skaters of Jacksonville, from the smallest children on scooters to grown-ups, to enjoy this sport in safety. On January 12th the first sectional skating meet of the season was held on roped off streets, and programs of ten skating periods in five different locations determined winners for the final grand carnival on January 26th. Events included free skating periods, single skate race and 50-yard dash for boys and girls under 57 inches in height; single skate race for boys and girls under 61 inches; 100-yard dash for boys under 61 inches; 3-legged race open to all; 100-yard dash for boys and girls over 61 inches; girls cross-handed doubles—open; boys' tandem race—open; sculling race—boy's doubles—open; coasting single skate for girls—open; scooter races and tricycle races for children.

A Tuesday Dance Club.—Two hundred and nine young people, about evenly divided between young men and women, are registered in the Tuesday Dance Club conducted by the Playground and Recreation Commission in Dubuque, Iowa. The average attendance for the past nine meetings has been 60. The first hour is spent in instruction and the second in general dancing. The club is meeting a real need for social recreation.

Pocono Study Tours.—Under the auspices of the Pocono Study Tours a trip to Europe has been arranged to observe the most vital developments in the field of physical education, recreation and adult education. The Youth Movement in Germany, the folk drama and folk music movement in Scandinavia, the astonishing sport and recreational facilities in Soviet Russia, where Dukes' palaces have been turned into recreation centers, the municipal swimming pool in Vienna and many other developments will be studied. The group will also have an opportunity to see gymnastic systems in Germany, and Niels Bukh's work in Denmark. The tourists will live in some of the most progressive institutions, in castles and Nature Freunde hiking centers. Various organizations in foreign countries are preparing special programs.

The group will sail on April 10th for the three months' trip. The cost will be \$390; for the shorter tour of nine and a half weeks, \$365. Additional information may be secured from S. A. Mathiasen, director Pocono Study Tours, 1 Broadway, New York City.



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An "S.O.S." From South America.—Rio de Janeiro has embarked upon a great city planning project in which it is hoped the provision of playgrounds will receive important consideration. To help arouse public interest in the project H. J. Sims of the Y. M. C. A., Rio de Janeiro, is anxious to secure motion picture films showing playgrounds in the United States in operation. Mr. J. H. Edwards of the New York, Rio and Buenos Aires Air Line has promised to transport to South America any films which can be secured in the United States and to return them.

Have you a film which you could loan Mr. Sims? If so, address it to the Federação Nacional das Sociedades de Educação, Rio de Janeiro, Brazil, in care of Mr. J. H. Edwards. The films should then be addressed to the New York, Rio and Buenos Aires Air Line at Miami, Florida, for their express service. Mr. Sims states that while the group interested cannot afford to buy such films now, they will be glad to pay such expenses as are necessary in getting them to Miami.

Indoor Winter Activities in St. Paul.—While hundreds of St. Paul, Minnesota, residents are enjoying winter sports out-of-doors, many others are finding keen pleasure in indoor activities at the community centers. Twenty-one people are meeting once a week for twelve weeks at a school of dramatics designed to give prospective leaders the fundamentals of staging simple plays and a knowledge of stagecraft and design. A band of fifteen youngsters skilled in harmonica playing and a novelty band of 45 pieces stand ready to serve community groups, while community glee clubs may be heard during carnival nights singing old popular songs in the clear, open air.

Community clubs for mothers and fathers, organized this year, meet regularly at the community centers to enjoy social activities and make plans for raising money for the playgrounds through festivals and similar events. Junior club organizations are proving most effective and of great benefit to the children. Two specialists in social activities and drama have recently been employed to have charge of the club organizations, dramatics, and glee club work. Athletics are popular and there are basketball leagues playing in school gymnasiums and community centers for senior men and girls, intermediate boys and junior boys and girls. The centers are also housing volley ball leagues for senior men and women.

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Municipal Golf in Oakland.—Over 65,000 people played on the Oakland, California, municipal golf course in 1929. To accommodate players who are obliged to wait longer hours for their teeing off time on heavy play days, 16 driving tees have been installed at a cost of \$175 for practice driving. The golf professional provides the balls and employs the help necessary to care for the concession. A charge of 25 cents is made for each bucket of approximately 50 balls.

A Horseshoe Club.—Evansville, Indiana, has a municipal horseshoe club of seventy-five members who are paying dues of one dollar a month. A building has been rented, six courts installed and leagues will be organized in the near future. All the expenses are paid by the horseshoe club.

Tennis in the Philippines.—Tennis is an exceedingly popular game in the Philippines, according to Alice B. Davis, daughter of Dwight F. Davis, Governor General of the Philippines, who describes the courts as being of some kind of a hard surfacing which will dry up ten minutes after a hard rain. There is a splendid tennis court on the palace grounds that was built by ex-Governor Wood.

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Play at Little Cost.—Attendance at the Lima, Ohio, play centers in 1930 was almost double that of 1929. The total number of individuals participating in activities was 317,717, the cost per person being \$.026.

Development of Skills

(Continued from page 647)

Game List References

- B.—Jessie Bancroft—"Games for Playground, Home, School and Gymnasium"
- SP.—Spalding's Athletic Library
- H.—Mari Hofer—"Children's Old and New Singing Games"
- S.—Staley—"Games, Contests and Relays"
- B. & M.—Bowen & Mitchell—"Practice of Organized Play"
- "55"—"Twice 55 Games with Music"
- Pearl and Brown—"Health by Stunts"
- C.—Crampton—"Folk Dance Book"

Marbles and Golf

(Continued from page 658)

too hard, the marble would strike the inside top of the tire and bounce back for another try. Just the right drive was needed to carry it through.

Other hazards called for lofting the marble with basketball accuracy, shooting through a revolving door, through a hole in the bottom of a barrel, and

Let them play

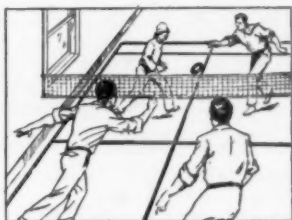
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driving through iron pipes, and tantalizing mazes. The variety of hazards is almost unlimited. The mechanically-minded boy, and man, too, can spend many hours in his workshop devising new chutes, slides and runways to test the mettle of the neighborhood champions.

The boys take to the inventing of new hazards as a duck takes to water. When Marble Golf was first introduced to Philadelphia, a group of playground teachers roughly sketched plans for a half-dozen hazards. No sooner were they set up than the boys began varying and improving upon the originals and designing their own. Even the children in the street playgrounds were not daunted by the fact that they could not sink holes in the asphalt. Sand-filled cigar boxes with cups sunk in their center served as greens. The lid, opened and laid back, provided a forty-five degree runway to the green. Hazards were the same as on regular courses.

Marble golf adds to marble-shooting a strong picturesque element. It backs up an established boys' game with the great appeal of a comparative newcomer to the ranks of national sport. Its fairways call for a steady performance of long, accurate shots. Its hazards demand a cool head and a steady hand. The boys never tire of out-shooting each other around the course. Even when there is no one else to play with, there is always par to be broken, or a new course record to be hung up.

Recreation officials in Philadelphia feel that Marble Golf has no more than gotten under way. Playground youngsters are challenging each other

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to "wait and see the course we build next year." The contests in Philadelphia this year appear to have merely set up the first of a long line of Marble Golf champions.

A Junior Golf Course

(Continued from page 661)

next year by iron cups. Boards 6' 2" by 4", salvaged from the city lumber pile, were creosoted, set on edge and made into frames 6 feet square.

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 The Methods and Materials of the Fourth, Fifth, and Sixth Grades—Dr. Adelaide M. Ayer, Director of Training, State Teachers College, Milwaukee, Wisconsin
 The Principles and Practices of Modern Education—Dr. Ayer
 The Methods and Materials of Secondary Education—Mr. Fowler
 The Personality Adjustment of School Children—Mrs. Georgia Clarke Matthaai, Psychologist of the Bronxville, N. Y., Public Schools
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Murdock

Outdoor Bubble Font

These, filled with clay which was rolled, made excellent tee off boxes. Permanent flags were set in the ground beyond the greens but in line with the tee off box to the cup. The shaft of the flags was made of iron pipes 10' by 1" set in the ground 3 feet, and a pennant shaped flag of sheet iron 18" by 6" was bolted to the top. The flag and shaft, painted white, designate the number of the cup and the distance from the next tee off box to the next hole. Wooden arrows, painted white, near the green point the way to the next tee off box.

The greens are circular, 15 feet in diameter. In preparing them the sod was skinned off and replaced with limestone screenings which had been screened through a quarter inch screen. This was leveled, rolled and wet down, rolled again and sprinkled with calcium chloride crystals. After this had dissolved, the greens were rolled again and were then ready for play.

The course was in operation only one month during the summer. Because of the lateness of its opening it received no attention other than that given it by one man who mowed the grass and trimmed the trees. The greens were used by 1,885 individuals and in spite of the fact that no

Dr. Charles N. Lathrop

In the recent death of Dr. Charles N. Lathrop, executive secretary of the Department of Christian Social Service of the Protestant Episcopal Church, the whole recreation movement has suffered a real loss. We who have worked closely with him have been inspired by his courage, his sincerity, his fundamental thinking and his willingness to make decisions according to fundamental principles. No labor was too great if Dr. Lathrop saw an opportunity to place the power of his church behind the recreation movement in localities. Always we have been helped by his warmth of personality and his kindly ways. We always felt that he was in a sense one of us and that nothing that concerned the happiness of human beings was foreign to him. His death leaves us with a deep sense of personal loss.

A Junior Golf Course

(Continued from page 691)

attention was given the greens, they remained in excellent condition.

A number of beneficial results have been secured. The plan has utilized, improved and beautified city property which has lain idle, has provided labor for men who would otherwise have been unemployed, and has increased at small cost wholesome recreation activity for the teen age youth of the city.

Polo in the Playground

(Continued from page 663)

6. A goal or point shall be taken off a team's score every time it makes three fouls.

7. Two halves of fifteen minutes each shall constitute a game.

It shall be deemed a foul:

(a) If a player other than goal guard gets in semi-circle.

(b) If goal guard advances towards his goal over the 50 foot line.

(c) If player holds, pushes, or kicks another player.

(d) If player strikes any part of the opponent's person with the polo club.

(e) If player kicks or catches the ball.

(f) If player turns club loose or throws club.

Any unnecessary roughness, unsportsmanlike conduct, or unfair play shall be called by the Referee and the player disqualified.

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National Recreation School
NATIONAL RECREATION ASSOCIATION
315 Fourth Avenue New York City

A Progressive Party

(Continued from page 665)

begins playing. On the same card there should be a space for the name of the contestant and for the score secured at each game. At a given signal all players go to their initial games. There may

be 2, 4, 6 or 8 at each table. Eight is a preferable number since the larger group insures greater excitement and increased levity. Each game is played over and over again until the whistle blows. When 8 play the 4 having the highest score at each table enter a score of 10 on the cards opposite the number of the game played, and pass on to the next highest numbered game. Here the same procedure is followed. From 10 to 15 minutes may be allowed each game depending upon the crowd and on the program. When there are any "draws" or where there is any doubt about which players should move, cards should be drawn to decide. In all cases, a score of 10 is awarded each player who moves regardless of the manner in which he is chosen. Some inexpensive prize is given the one having the highest score.

In choosing games for this kind of party, select those which are sure to be "mirth-provoking." *Pit, I Doubt It, Donkey* and *Match* are never failing "gloom allayers."

Courtesy Parker Brothers, Inc.

Street Games

(Continued from page 675)

- (b) After a successful shot the player may move his checker to a more advantageous position for the next shot provided the checker is not entirely removed from the base.
- (c) When the checker is shot out of bounds it may be returned to the boundary line at the point where it crossed over before the next turn.

Magazines and Pamphlets

Recently Received Containing Articles of Interest to the Recreation Worker

MAGAZINES

Child Welfare, February 1931

A Leisure-Time Program for High School Students,
by Thomas W. Gosling

Amateur Dramatics as a Leisure-Time Activity, by
Willard W. Beatty

Parks and Recreation, January 1931

The Union County Park System, by W. R. Tracy
Golf Course—Integral of Landscape, by Paul B. Riis
National Park Service Relieves Unemployment

Notes on the White House Conference, by V. K.
Brown

Seeds vs. Stolons for Putting Greens, by Paul C.
Williams

Popularity of Golf in Westchester County Parks

The Parents' Magazine, February 1931

It's Fun Outdoors! by Alice Lord Landon

Family Fun and Things for Children to Do and Make
Books for Boys and Girls, by Alice Dalglish

The Survey Midmonthly, January 15, 1931

Old Folks at Play

American Childhood, March 1931

Good Times Together, by Nina B. Lamkin

Motion Picture Review of the General Federation of
Women's Clubs, February 1931

PAMPHLETS

*Annual Report of the Department of Recreation—York,
Pennsylvania 1930*

*Cranford, New Jersey—Playground Recreation Commis-
sion Second Annual Report 1930*

*Elmira, New York—Report of the City Recreation Com-
mission 1930*

May Day—National Child Health Day in 1930

American Child Health Association, 450 Seventh
Avenue, New York City

City of Calgary—Parks Department Annual Report 1929

Radburn, New Jersey—A Report on Its Community Life

Selected Handcraft

(Continued from page 678)

furniture, wall shelves, beach sandals and games. Some large group projects were worked out with every child contributing something toward their completion. One playground made a beautiful over-stuffed living room suit consisting of davenport, lounging chair, footstool and end table. A braided rug completed the set. The furniture was made of fruit crates and was large and strong enough for six year old children to sit on. A rock garden, with a concrete pool, garden seats, a swing, a bird house and flag stone walks, was constructed at another playground.

The several woodwork groups chose the making of circus animals and wagons as their projects. Garden benches, tea tables and chairs, doll furniture, model nurseries and doll houses were also made by children who at the beginning of the season did not know what a coping saw was.



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Book Reviews

THE PRINCESS AND THE SWINEHERD. Gwendolen Seiler. Lyrics and incidental music by Conrad Seiler. The Macmillan Company, New York. \$1.50. Royalty \$25.

A delightful play both to read and act is this play version of one of the most popular of folk tales. Boys and girls from twelve to seventeen, junior high school students and senior high school pupils in certain localities will find this a production well adapted to their needs. The scenery and costumes are not too difficult for amateur production and the author and illustrator have helped the director with careful descriptions and pictures.

PLAYING THEATRE. Clare Tree Major. Oxford University Press, New York. \$2.50.

These six plays from France, Arabia, Spain, Persia, Japan and England are excellent for production by children of junior high school age. The concise, detailed suggestions which are offered make it possible for teachers who have little experience along dramatic lines to produce the plays. The plays are entitled *Cinderella*, *Aladdin and His Wonderful Lamp*, *The Prince's Secret*, *The Maid of the Nile*, *Michio* and *Robin Hood*.

SOCIAL RECREATION PAMPHLETS. Woman's Home Companion, New York City.

The *Woman's Home Companion* has issued a number of attractive pamphlets on various phases of social recreation, among them the following: *Games for Grown-ups*; *Telling Fortunes*; *The School Party Booklet*; *The Children's Party Booklet*; *For Fun and Funds*; *Fifty Parlor Tricks*. These may be secured for 25 cents each.

MOTHER, WHAT SHALL I DO NOW? Constance Cameron and Maud Criswell. Dorrance and Company, Inc., Philadelphia. \$1.50.

Because recreation departments are doing so much to promote home play, recreation workers as well as mothers will be interested in this book which contains many valuable suggestions for keeping a child from two to seven years of age constructively and happily occupied. Activities are offered for the house and the yard, for Valentine and Hallowe'en entertainments, pasting and cutting parties, dress-up affairs, play houses, farms, gardens, toy furniture, stores and many other "let's pretend" activities.

THE LOST CRICKET. Howard Dean French. The Abingdon Press, New York. \$1.50.

The forty stories brought together in this book were told the children of the Church of the Pilgrims in Brooklyn by Dr. French during his pastorate. The stories are designed to excite the interest of the children as well as to instruct them in the basic elements that enter into the making of good character.

ON WITH THE DANCE. Scharlie Barbour. George Sully and Company, New York. \$1.25.

The author has given hostesses and entertainment committees something different in this book with its ideas for dancing parties, masquerades and clever suggestions for ice-breaking. There is, too, a complete outline of the duties of the entertainment committee which the social club will find very helpful.

A BIBLIOGRAPHY OF SOCIAL SURVEYS. Allen Eaton in collaboration with Shelby M. Harrison. Russell Sage Foundation, 130 East 22nd Street, New York. \$3.50.

The Department of Surveys and Exhibits of the Russell Sage Foundation has performed a much needed service in this comprehensive listing of reports of fact-finding studies made as a basis for social action. In the volume recreation surveys are listed under the subject of "general recreation" and in addition under such specific phases of the subject as dance halls, industrial conditions and relations, motion pictures and pool rooms. The arrangement of the material makes it exceedingly usable. It is classified in two ways—according to the subject matter of the

reports, and according to the localities studied. Part I lists reports of general social surveys; Part II reports on surveys of special phases of local community life, and Part III discusses the purpose of both types of surveys, methods employed in making them and standards of measurement used. Part IV lists reports grouped by locality.

In his interesting introduction, Mr. Harrison traces survey tendencies starting with the Pittsburgh Survey in 1907-1909. Summarizing briefly these tendencies, he says: "It may be added, with some considerable assurance, that the great growth in the use of the survey, partly resulting from a tendency to apply inductive methods to social questions and the increased effort to improve methods of measuring social phenomena, has in turn added vitality and new impetus to these trends themselves, and has also greatly increased the demand on both public and private agencies for better social statistics."

FARM CHILDREN. Baldwin, Fillmore and Hadley. D. Appleton and Company, New York. \$4.00.

This interesting and detailed study was made by the Iowa Child Welfare Research Station to determine the characteristics of farm children in relation to their environment and opportunities. The research carried on involved a study of every factor bearing on the development of the rural child. While the study was conducted in selected areas of Iowa, its findings are applicable to all sections of rural America. A study of the play life of rural children brought out a number of interesting facts. Lack of companionship and scarcity of toys and play equipment seem typical of the play life of the young farm children. Much of the rural preschool child's day was spent out-of-doors, where he played with a cat or dog, following the older children or parents at their work, or dug in the dirt or box of sand provided for him. Few provisions were made for outdoor diversion. Playthings often consisted of odds and ends that were gathered up around the home. Playground activities at the one-room school were simple but of much importance in the estimation of the children taking part. At recess periods games of tag, blind man's bluff, run-sheep-run, hide and seek, and fox and geese, were often played. Only a few of the one-room schools had playground equipment; but few of the teachers took part in the playground activities other than to maintain necessary discipline. In the consolidated schools, leadership on the part of the teachers and a definite effort to give pupils an opportunity for play, are helping to make these schools a center for community activities. With this group of children, community gatherings and entertainments by local talent, in which the children sometimes participated, helped to combat the social monotony with which farm life is sometimes encompassed.

COUNTY GOVERNMENT AND ADMINISTRATION. John A. Fairlie, Ph.D. and Charles Mayard Kneier, Ph.D. The Century Company, New York. \$4.00.

The growing concept of the county as the vital local planning unit makes this comprehensive study of county government and administration most timely. The book surveys the development of local government in England, the American Colonies and the United States, examines the relationship between the county and the state, deals with the organization of county government, discusses its functions and administration, and considers special problems of county government and the government of local areas smaller than the county.

"HANDY II"—The Red Book of Social Recreation. Edited by Lynn Rohrbough, Church Recreation Service, Delaware, Ohio. \$2.50.

Recreation workers and all leaders in social recreation activities will welcome the announcement that "Handy II," companion volume to "Handy," the Blue Book of Social Recreation, is ready for distribution. There are games for all possible occasions and the method of classification which Mr. Rohrbough has used makes the book doubly useful: Home or Apartment Games (One Room—4 to 10 Players); Games for Two or More Small Rooms (10 to

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THE ORGANIZED RECESS. Marie M. Ready. Office of Education, United States Department of the Interior, Government Printing Office, Washington, D. C. \$.05.

A study of the use of recess periods shows that 47 per cent of the cities supplying information for the study made by Dr. Ready are providing three recess periods per day, during the morning and afternoon sessions and the noon free period. Several of the cities which usually provide for three organized recesses sometimes provide for four shorter recesses per day. Throughout the country the study showed, there is a growing tendency toward the development of pupil leadership of recess activities, and special leaders' classes are given instruction in their responsibilities either by the grade teacher or the physical director. The organized recess is planned and carried on by the physical director in 44 per cent of the cities included in the study. Information is given in the pamphlet not only about the amount of time devoted to organized recesses but regarding methods of organization and grouping the children, and the advantages, difficulties and disadvantages are weighed.

TROOP SPIRIT. Stuart P. Walsh. Boy Scouts of America. \$.30.

Many suggestions for group work of boys are to be found in this pamphlet, one of a series in the Boy Scouts of America Service Library.

THE SCOUTMASTER'S FIRST SIX WEEKS. Stuart P. Walsh. Boy Scouts of America, New York. \$.20.

Many hints for leaders in boys' activities are to be found in this pamphlet which offers suggestions for program, procedure for meetings, and for hiking and similar activities.

INTIMATE TALKS BY GREAT COACHES. Edited by E. Dana Caulkins. Wingate Memorial Fund, Inc., 57 East 56th Street, New York City.

Recreation workers will welcome this compilation of the Wingate Memorial Lectures of 1929-30 which were planned and given for the benefit of a class of 300 teachers who help carry on the program of the *Public Schools Athletic League* throughout the schools of New York City. The lectures have to do with football, soccer, basketball, hockey, swimming, track and field, baseball, lacrosse, and tennis. Among the coaches whose talks are recorded in the volume are such well known names as Fielding H. Yost, T. A. D. Jones, E. J. Gilgane, Paul Mooney, Orsen A. Kinney, and a host of others. It would be difficult to find more practical material on the conduct of sports and the fine points of technique than are presented by these authorities.

The Trustees of the Wingate Memorial Fund have taken action making possible the purchase of a limited number of the book on payment of \$2.00 a volume toward the cost of printing and mailing.

OFFICIAL TRACK AND FIELD HANDBOOK—1931. Spalding's Athletic Library. No. 112R. \$.25.

This guide contains the track and field rules of the National Collegiate Athletic Association. It tells how to conduct a track meet and contains many college team pictures and records.

PHYSICAL CAPACITY TESTS. Frederick Rand Rogers. A. S. Barnes and Company, New York. \$.75.

Dr. Rogers discusses this subject in three sections. Part I has to do with accuracy in testing. In this Dr.

Rogers has included general suggestions and specific procedure in spirometer, manometer and back and leg dynamometer tests and in push up and pull up tests for boys and girls. Part II discusses the significance of physical capacity tests, and here Dr. Rogers cautions against certain dangers and urges absolute accuracy. Part III, which is the Supplement, offers practical suggestions for materials, simple record cards and charts.

THE CHALLENGE OF THE FORUM. The Story of Ford Hall and the Open Forum Movement. Reuben L. Lurie. Richard G. Badger, Boston, Massachusetts. \$2.50.

For twenty-two years the Ford Hall Forum of Boston has sought "to aid in the complete development of democracy in America by encouraging the fullest and freest open public discussion of all vital questions affecting human welfare." Year after year thoughtful men and women, doers as well as thinkers, men and women of vision, speaking before the vast audiences at Ford Hall have stimulated many thousands of listeners to keener thinking on world problems. *The Challenge of the Forum* tells of the founding of Ford Hall Forum and its development over a long period of years; it is the tale of "an innocent little plan born in anxiety, continually threatened with suffocation, which has persistently survived, waxed strong, made friends, and after twenty-two years of increasing achievement gives promise of still greater usefulness." The volume describes the spread of the open forum movement and tells of the various types. It offers suggestions on how to start a forum and how to finance it. It is a human document, interesting and vital. Through it all one feels the influence of George W. Coleman, the founder of the Ford Hall Forum, who from the beginning has guided the movement making it a great constructive force.

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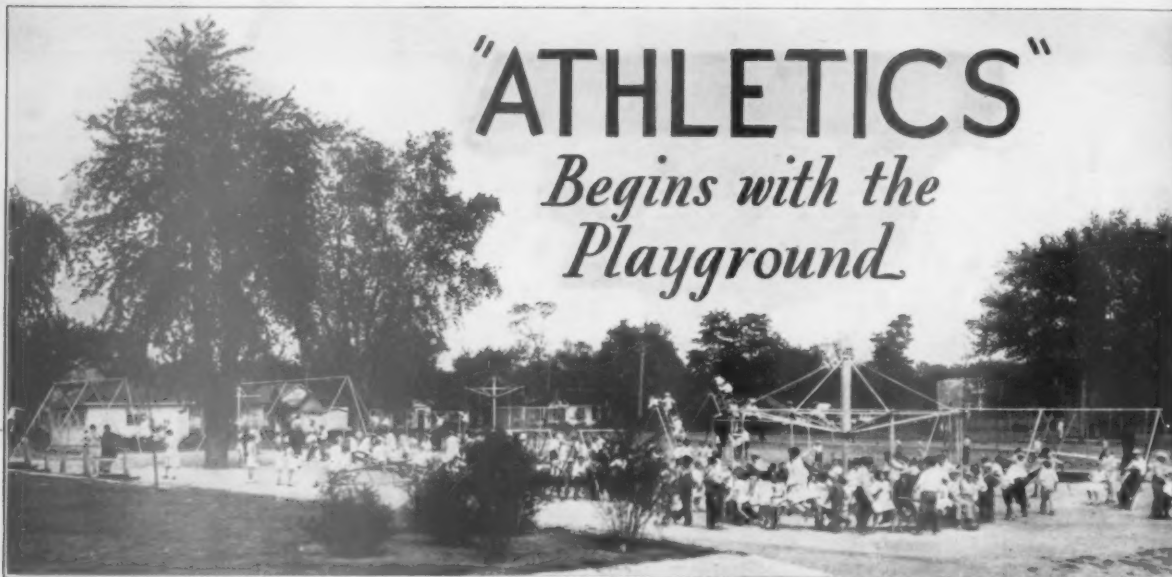
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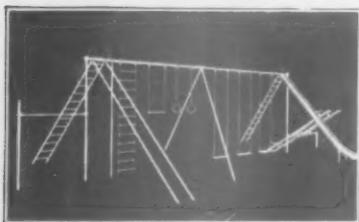
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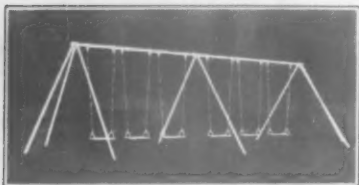


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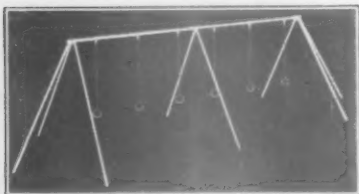
*Begins with the
Playground*



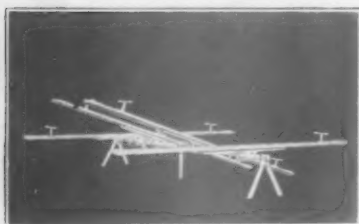
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